Oconee County Schools

Course Catalog

for

High School and Middle School

2024-2025

Oconee County Schools
Dr. Jason Branch, Superintendent
34 School Street, P.O. Box 146
Watkinsville, Georgia 30677
www.oconeeschools.org

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Introduction

This catalog is developed annually by faculty and administrators of Oconee County Schools. It is intended to be used as a guide only. Not all courses are offered at both high schools nor are all courses offered each semester. Changes to course offerings can occur because of scheduling demands or personnel changes. Changes to HOPE eligibility; NCAA eligibility; Georgia DOE and BOE graduation requirements and assessments; Georgia Virtual School requirements; the Advanced Placement program; and the Board of Regents and Technical Colleges of Georgia requirements are made by those agencies at various times during the year and are beyond the control of OCS.

Standards for most courses can be found at GeorgiaStandards.org.

Every effort has been made to ensure that external links embedded in this catalog are active and current, but external websites may change.

High School Graduation Policy/Requirements

Each student will choose a total of 32 classes over the course of four years. OCS administrators, teachers, and counselors are all available to help guide these selections.

Students must meet diploma requirements in three areas: **ASSESSMENTS, COURSES, and CREDITS**.

- Assessments: Students are required to take various state tests. (See the Appendix for more information.)
- Courses: Students must complete specific course requirements as outlined by state graduation requirements.
- Credits: Students must earn a total of **28** units to meet minimum requirements for graduation in Oconee County. Requirements may differ depending upon the year you enter high school. Please see the chart below that applies to students entering in fall 2008 and beyond. (See also Transfer and Home School credit later in this document.)

Enrolling 9th Grade Students for First Time – Fall 2008:

Areas of Study	Units Required
(I) English/Language Arts *	4
(II) Mathematics *	4
(III) Science * The 4th science unit may be used to meet both the science and elective requirement.	4
(IV) Social Studies *	4
(V) CTAE and/or Modern Language/Latin and/or Fine Arts	3
(VI) Health and Physical Education *	1
(VII) Academic Electives	3
(VIII) Other Electives	5
Total Units	**28**

* Required Courses and/or Core Courses

Specific Requirements in Each Area

English/Language Arts

Four units of credit in English language arts shall be required of all students - a full unit of credit in American Literature/Composition and a full unit of credit in Ninth Grade Literature and Composition shall be required. Oconee County also strongly encourages students to take Tenth Grade Literature and Composition and English Literature and Composition or the equivalent. All courses that may satisfy the remaining units of credit are identified with a "c." The Writing, Language, and Speaking and Listening strands of the Georgia Standards of Excellence shall be taught in sequence in grades 9-12. Literature modules may be taught in any sequence in grades 10-12.

Mathematics

Four units of core credit in mathematics, including Coordinate Algebra or Algebra I or the equivalent; Analytic Geometry or Geometry or the equivalent; and Advanced Algebra or Algebra II or the equivalent are required. Additional core courses needed to complete four credits in mathematics must be chosen from the list of GSE/AP/IB/Dual Enrollment designated courses.

I. Students with disabilities who earn credit in Coordinate Algebra or Algebra I or the equivalent, along with the associated support course, and Analytic Geometry or Geometry or the equivalent, along with the associated support course, may upon the determination through the Individual Education Program Team meet the mathematics diploma requirements by completing Advanced Algebra or Algebra II or the equivalent, for a total of 3 mathematics core credits. Successful completion of 3 core units of mathematics may not meet the mathematics admission requirements for entrance into a University System of Georgia institution or other post-secondary institution without additional coursework.

II. Students with disabilities who were identified prior to enrollment in high school and have a disability affecting mathematics achievement may follow an alternative course sequence to meet the mathematics course requirements of the graduation rule 160-4-2-.48. The alternate course sequence includes dispensation from completing Advanced Algebra or Algebra II and would allow a student with disabilities earning core credit in Coordinate Algebra or Algebra I and Analytic Geometry or Geometry, along with two other mathematics courses, to satisfy the minimum mathematics requirements for high school graduation. For further detail, please see Guidelines for Georgia State Board Rule 160-5-1-.15 Awarding Units of Credit and Acceptance of transfer Credit and/or Grades.

Science

Four units of credit in science shall be required of all students, including one full unit of Biology; one unit of either Physical Science or Physics; one unit of either Chemistry, Earth Systems, Environmental Science or an AP/IB course; and one additional science unit. The fourth science unit may be used to meet both the science and elective requirements. Any AP/IB science course may be substituted for the appropriate courses listed above.

A list of additional fourth science options identified by the GA Department of Education is located at the following website:

Fourth Science Options- updated 5.1.20
This website is updated annually with new information and should be reviewed when considering science credit for graduation and/or HOPE scholarship and/or college admission.

Social Studies

Four units of credit shall be required in social studies. One unit of credit shall be required in United States History. One unit of credit shall be required in World History. One unit of American Government/Civics shall be required. One unit of Economics shall be required.

CTAE and/or Modern Language and/or Fine Arts

A total of three units of credit shall be required from the following areas: CTAE and/or Modern Language/Latin and/or Fine Arts. Students are encouraged to select courses in a focused area of interest. All students are strongly encouraged to complete a career pathway while in high school.

I. Career, Technical and Agricultural Education (CTAE) Pathways:

   A. Students may earn three units of credit in a coherent sequence of CTAE courses through a self-selected pathway leading to college readiness and a career readiness certificate endorsed by related industries.

II. Modern Language/Latin: All students are encouraged to earn two units of credit in the same modern language/Latin. Students planning to enter or transfer into a University System of Georgia institution or other post-secondary institution must take two units of the same modern language/Latin. The Technical College System of Georgia does not require modern language/Latin for admissions.

   A. Students whose native language is not English may be considered to have met the foreign language expectation by exercising the credit in lieu of enrollment option if they are proficient in their native language. A formal examination is not necessary if other evidence of proficiency is available.

   B. American Sign Language may be taken to fulfill the modern language requirements.

III. Fine Arts: Electives may be selected from courses in fine arts.

Academic Electives/Other Electives

A total of three academic electives are required for students to graduate. Courses that meet this requirement are noted in the course descriptions/listing. Five other electives are required in

addition to three academic electives. Any courses not used to meet requirements in other areas may be used to satisfy this requirement.

Health/Personal Fitness

All students are required to complete one unit in Health 17.01100 (1/2 unit) and Personal Fitness 36.05100 (1/2 unit) for graduation.

Diploma Seals

Students may earn the following seals on their diploma upon graduation:

- *Advanced Placement Seal:* Completion of three Advanced Placement courses
- *CTAE Seal:* Completion of three CTAE courses in a pathway
- *Career Ready Diploma Pathway Skills Seal*: Completion of a CTAE pathway and one of the following:
    - Pass an End-of-Pathway Assessment
    - Complete a pathway in an industry-certified program
    - Earn at least one unit of study in Work-Based Learning
- *Career Ready Diploma Distinguished Pathway Skills Seal*: Completion of a CTAE pathway and two of the following:
    - Pass an End-of-Pathway Assessment
    - Complete a pathway in an industry-certified program
    - Earn at least one unit of study in Work-Based Learning
- *Fine Arts Seal:* Completion of three Fine Arts courses in the same area
- *Modern Language/Latin Seal:* Completion of three Modern Language/Latin courses in the same area
- *Biliteracy Seal:* Completion of all ELA requirements for graduation with an overall GPA of 3.0 or above in those classes AND proficiency in one or more languages other than English, demonstrated by a foreign language AP exam with a score of 4 or higher

Related Information

HOPE Rigor Requirements

Georgia Code 20-2-157 requires that certain course credits must be earned in order for students to be eligible for a HOPE Scholarship. The requirements are located on the following website:

HOPE Scholarship Rigor Requirements

Students graduating from high school on or after May 1, 2017 must receive at least four credits in courses meeting HOPE Scholarship rigor requirements prior to graduating from high school.

List of courses meeting HOPE Rigor Requirements as of January 2023

Advanced Placement Program (AP)

Developed by the College Board, the Advanced Placement (AP) Program is a cooperative educational endeavor between high schools and colleges and universities. Oconee County Schools offers numerous Advanced Placement courses representing Language Arts, Mathematics, Science, Social Studies, Foreign Language, Visual Arts, and Computer Science. These courses are designed to teach college level study skills and writing skills and to display the rigor of a college or university course. Many colleges and universities award credit for specific levels of performance on the AP exams which are given each May. These exams are evaluated on a scale of 1-5, with a 5 being the highest score possible. Most colleges and universities award college credit to students who achieve a score of 3 or higher. In some cases, a score of 4 or 5 can result in a student receiving credit for more than one college course.

Students interested in AP courses should contact the college or university in which they plan to apply to determine if the college accepts AP credits. Even for the student who does not score high enough on the AP exam to earn college credit, there is the benefit of exposure to the rigor of demanding coursework in preparation for college. In addition, AP courses on a student's high school transcript are beneficial in the college admission process.

Enrollment is open to all qualified students, and interested students should contact an instructor or counselor for more information. Students who enroll should demonstrate a record of academic achievement and motivation and be willing to commit to all of the requirements of an AP course. Students must also sign a contract that commits them to the course at enrollment.

Information about AP courses can also be found by visiting the AP/College Board website at https://apstudents.collegeboard.org/

Dual Enrollment Program Information

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

Additional information regarding Dual Enrollment can be found at the following link: Dual Enrollment

Extended Academic Programs

Students in Oconee County Schools may take advantage of two extended learning opportunities, Course Extension and Credit Recovery. These opportunities are offered several different times during the school year for students who fail certain courses. Please see your guidance counselor or an administrator for more information.

Georgia Virtual School (GAVS)

Georgia Virtual School (GAVS) offers a wide variety of Internet-based courses to Georgia high school students. The program continues to increase its course offerings, including core, Advanced Placement, and elective courses. These classes are offered in both block and semester formats on various schedules to meet the differing course offering and scheduling needs of local school districts. All courses are developed by trained, highly-qualified teachers, and GAVS instructors are all highly-qualified teachers who are trained to teach in the online learning environment.

The following outlines the typical qualities of successful online learners:

- Self-motivated
- Independent learners
- Computer literate (not necessarily "high tech") individuals
- Successful time managers
- Effective written communicators
- Risk takers
- Committed workers
- Open communicators (i.e. willing to ask for help, share problems, and/or concerns)
- Interested online learners
- Flexible workers (i.e. ability to work with a pre-set schedule of due dates that may not coincide with the schedule of their regular school day)

Courses completed successfully through GAVS satisfy graduation requirements. For more information, visit the GAVS website at www.gavirtualschool.org. You should also speak with your counselor. Every opportunity to take a course through GAVS will be afforded students, but because of technical and supervisory requirements, seats are limited during the school day. **Each spring, students interested in participating in GAVS for the following school year should complete a registration form through the Guidance Office by June 1st. Information will also be posted on the school's webpage.**

Promotion Policy

Grade classification for students in grades nine through twelve will be based upon the number of Carnegie units they have earned towards graduation. A student who has earned fewer than **four** Carnegie units toward graduation as of the first day of the school year will be classified as a **ninth** grader. A student who has earned at least **four** but less than **twelve** Carnegie units toward graduation as of the first day of the school year will be classified as a **tenth** grader. A student who has earned at least **twelve** Carnegie units but less than **twenty** units toward graduation as of the first day of the school year will be classified as an **eleventh** grader. A student who has earned at least **twenty** Carnegie units as of the first day of the school year will be classified as a **twelfth** grader.

Student Athletes hoping to be eligible under the NCAA will have other promotion conditions that should be carefully considered. The 2020-21 eligibility requirements can be found at NCAA Eligibility Center Publication. Visit the NCAA website for more information.

Scheduling

Both high schools in Oconee County operate on a modified block schedule that offers both yearlong and semester courses. Grades of 70 and above are passing, and credit is awarded upon successful completion of a course. Courses are offered in the following formats:

- Semester courses - 90 minute blocks that meet daily for 90 days – 1 Carnegie unit
- Yearlong A/B courses - 90 minute blocks that meet every other day for a year (equivalent to 90 days) – also known as an A/B schedule – 1 Carnegie unit

Schedule Changes

When students are selecting courses for the next school year, it is important that students select courses wisely. All schedule changes are initiated in the guidance office and must be approved by an administrator. Schedule changes will only be approved for the following reasons:

- Student needs a specific course to graduate
- Student failed and must repeat a specific course for credit
- A student has already earned credit for a course listed on the schedule
- Teacher recommendation for level change
- Schedule needs to be balanced (2 academics/2 electives)
- Changing levels of class
- Adding academic courses to schedule
- Changing career pathway focus

Schedule changes typically occur within the first two days of the semester.

Transfer and Home School Credit

When students transfer into the Oconee County Schools from another school system, transcripts will be evaluated to determine if credits earned were from an accredited institution, and credits may or may not be validated. The total number of units required to graduate may vary for individual transfer students. GA State Board Rule 160-5-1-.15 *Awarding Units of Credit and Acceptance of Transfer Credit and/or Grades* provides additional information.

Accredited School - an elementary, middle or secondary school accredited by or holding provisional status from the Georgia Accrediting Commission, the Georgia Association of Christian Schools, the Association of Christian Schools International, the Southern Association of Independent Schools and/or one of the accrediting agencies that is a member of the Georgia Private School Accreditation Council, and/or one of the following regional accrediting agencies and their successors:

1. Middle States Association of Colleges and Schools (MSA)
2. New England Association of Schools and Colleges (NEASC)
3. North Central Association of Colleges and Schools (NCA)
4. Northwest Association of Schools and Colleges (NASC)
5. Southern Association of Colleges and Schools (SACS)
6. Western Association of Schools and Colleges (WASC)
7. The Alabama Independent School Association

The term does not include entities that are accredited as home study programs or nontraditional educational centers.

Students requesting admission to the Oconee County School Schools from a home study program must submit the following:

- Proof that requirements have been met for operating a home school as specified in **O.C.G.A. 20-2-690** .
- Records of standardized tests not more than three years old.
- A copy of Declaration of Intent (DOI).
- Annual progress assessment reports in each required area.
- Documentation of chronological age.

The principal or his/her designee will make the initial placement decision. A review of this placement will be conducted after six weeks to determine final placement.

Grades for courses applied to high school graduation, which are awarded by a home study program or by a non-accredited school, shall be recorded as pass/fail. For grades 9-12, the following criteria are used to place students in the appropriate courses and award credit:

- An End of Course assessment (EOC) must be taken and passed with a grade of 70 or higher. These courses include Algebra: Concepts and Connections, American Literature/Composition, Biology, and United States History.
- Department final exams will be used in other areas to award credit and determine placement.

High School Course Descriptions

English

(All English courses that are not used to fulfill core requirements count as academic electives.)

Course Number	Course Name	Grade Level	Course Description	Prerequisites	Who Signs for Course
23.06100	Ninth Grade Literature and Composition	9	This course supports language development through technical writing, media literacy, and informal presentations. The course is based on world literature selections, stressing genre and vocabulary, and an aesthetic response to poetry. Students study grammar, mechanics, and usage through literature and the writing process.	8th Grade teacher recommendation	8th Grade Language Arts teacher
23.26100	Ninth Grade Literature and Composition Honors	9	This is a rigorous, accelerated, and enriched literature and composition course designed to challenge students' creative and critical response to text. The course supports language development through technical writing, media literacy, and informal presentations. It is based on world literature selection, stressing genre and vocabulary, and an aesthetic response to poetry. Students study grammar, mechanics, and usage through literature and the writing process. The class engages in the shared inquiry method of discovery through the Junior Great Books program.	8th Grade teacher recommendation	8th Grade Language Arts teacher
23.06200	Tenth Grade Literature and Composition	10	World literature, vocabulary, and persuasive writing are central to this course, which includes the study of grammar, mechanics, and usage in the context of writing assignments. A short paper gives attention to controlling idea, supporting evidence, organization, style, and MLA format.	Successful completion of 9th Lit/Comp	9th Grade English teacher

23.26200	Tenth Grade Literature and Composition Honors	10	This accelerated and enriched course is designed to continue to challenge students' creative and critical response to text. World literature, vocabulary, and persuasive writing are the focus of this course, which includes the study of grammar, mechanics, and usage in the context of writing assignments. A short paper gives attention to controlling idea, supporting evidence, organization, style, and MLA format.	Teacher recommendation	9th Grade English teacher
23.05100	American Literature and Composition	11	This course is comprised of literature-based language, composition, reading, and research skills derived from American Literature. A chronological and thematic approach stresses study of literary periods as connected to historical and cultural context, variety of genre, literary terminology, multicultural writing, and MLA format. The expository writing process includes study of vocabulary, grammar, and usage. This course requires an EOC ASSESSMENT.	Successful completion of 10th Lit/Comp	10th Grade English teacher
23.25100	American Literature and Composition Honors	11	This demanding and enriched course is comprised of literature-based language, composition, reading, and research skills derived from American Literature. A chronological and thematic approach stresses study of literary periods as connected to historical and cultural context, variety of genre, literary terminology, multicultural writing, and MLA format. The expository writing process includes study of vocabulary, grammar, and usage. Extensive outside reading as well as literary analysis with research in MLA style, challenge students' creative and critical response to text, print and non-print. This course requires an EOC ASSESSMENT.	Teacher recommendation	10th Grade English teacher
23.05200	English Literature and Composition	12	This course offers opportunities to improve reading, writing, viewing, and speaking/listening skills through the chronological or thematic study of literary selections from British Commonwealth writers of a variety of genres. It emphasizes developing control in personal, persuasive, and expository writing and refining MLA style. Vocabulary,	Successful completion of American Lit/Comp	11th Grade English teacher

			grammar, mechanics, style, and usage are addressed through the literature and the writing process.		
23.25200	English Literature and Composition Honors	12	This demanding and extensive course offers opportunities to improve reading, writing, viewing, and speaking/listening skills through the chronological or thematic study of literary selections from British Commonwealth writers of a variety of genres. It emphasizes developing control in personal, persuasive, and expository writing and refining MLA style. Vocabulary, grammar, mechanics, style, and usage are addressed through the literature and the writing process. Extensive outside reading and the shared inquiry method of discovery through Socratic seminars, as well as literary analysis with research in MLA style, challenge students' creative and critical response to text, print and non-print.	Teacher recommendation	11th Grade English teacher
23.04300	Advanced Placement Language and Composition	11-12	This course is designed to prepare students for the AP Language Exam that intellectually mature students will find challenging. It emphasizes critical thinking, reading, and writing through the study and discussion of expository, analytical, and argumentative essays of American Literature. The course stresses the connection between reading and writing mature prose. Offering opportunities for serious students to polish their writing skills and become more sophisticated readers, AP Language conforms to the College Board recommendations. Students taking this course are required to take the AP Exam in May.	Teacher recommendation	10th or 11th Grade English teacher; also approval from AP teacher
23.03400	Advanced Composition	10-12	This course focuses on the writing process (planning, drafting, and revising). The students will focus on different writing genres and organizational structures: expository, persuasive, narrative, and descriptive. Advanced grammar skills will be a major component of this class. An emphasis on research is also required.	Teacher recommendation/ Application	English teacher

23.06500	Advanced Placement Literature and Composition	12	This course is designed to prepare students for the AP Literature exam with literature that intellectually mature students will find challenging. Offering opportunities for serious students to polish their writing skills and become more sophisticated readers, AP Literature puts a premium on independent learning and shared inquiry methods. It conforms to the College Board recommendations. Students taking this course are required to take the AP Exam in May.	Teacher recommendation	11th Grade English teacher; also approval from AP teacher
23.08300	Basic Reading and Writing	9	This course provides fundamental skills development in all areas of English Language Arts through practice in writing, organizing, speaking, reading, and creative/critical thinking.	8th Grade Teacher recommendation	8th Grade Language Arts teacher
23.02100	Mythology	9-12	This course introduces myths, legends, and folklore from around the world, with a particular emphasis on classical mythology. Students enrolling in mythology should enjoy reading.	None	Most recent English teacher
23.06400	Literary Types	10-12	This course introduces the major forms of fiction and nonfiction: short story, folk tale, poetry, drama, essay, biography, autobiography, and novel. It develops composition, vocabulary, and grammar skills through class discussions and writing assignments. Students wishing to take this course should enjoy reading for pleasure.	Successful completion of 9th Lit/Comp	Most recent English teacher
23.04200	Oral/Written Communication (Speech)	10-12	This speech course emphasizes communication skills and public speaking. The course analyzes various forms of communication and presents methods to develop and arrange ideas in written form for oral delivery.	None	Most recent English teacher
23.03200	Journalism I	9-12	This course has key ideas and details so that students understand and apply knowledge of legal and ethical principles related to the functioning of a free and independent press.	None	Most recent English teacher

23.03300	Journalism II	10-12	The course offers an advanced study of journalistic writing. Skills from Journalism I are continued as the students focus on a more intense analysis of print and broadcast journalism. This course requires more critical thinking and more in-depth writing as related to newspaper, yearbook and/or literary magazine. Students will also be expected to gain more independence in the daily tasks of producing a publication.	Successful completion of Journalism I	Journalism teacher
23.03500	Journalism III	11-12	This course is an extension of Journalism I and II; the students will enhance and hone the skills in journalistic writing, with a main focus on analysis of print and broadcast publications. An in-depth coverage of level-two topics will serve as the main premise. Students will evaluate and apply skills appropriately and efficiently to various publication opportunities and activities, both in-school and out-of-school.	Successful completion of Journalism II	Journalism teacher
23.03600	Journalism IV	12	This course is designed for students who have mastered skills in Journalism III. The students will publish journalistic articles as appropriate either in a school newspaper (print or electronic), yearbook or literary magazine. The range of opportunities to apply skills will be increased and students are expected to manage all aspects of the publishing process with the delivery of a final publication.	Successful completion of Journalism III	Journalism teacher

Mathematics

(All Math courses that are not used to fulfill core requirements count as academic electives.)

Course Number	Course Name	Grade Level	Course Description	Prerequisites	Who Signs for Course
27.04810	Foundations of Algebra	9	Foundations of Algebra is a first year high school mathematics course option for students who have completed mathematics in grades 6 – 8 yet will need additional support to bolster success in high school mathematics. The course is aimed at students who have reported low standardized test performance in prior grades and/or have had challenges mastering content in previous mathematics classes.	Teacher recommendation; Specific standardized test scores	Most recent Math teacher
27.08120	Algebra Support	9	The purpose of the Algebra Support class is to address the needs of students who have traditionally struggled in mathematics by providing the additional time and attention they need in order to successfully complete Algebra: Concepts and Connections. Algebra Support is an elective class that should be taught concurrently with Algebra: Concepts and Connections.	Teacher recommendation	Most recent Math teacher
27.08220	Geometry Support	10	The purpose of the Geometry Support class is to address the needs of students who have traditionally struggled in mathematics by providing the additional time and attention they need in order to successfully complete Geometry: Concepts and Connections. Geometry Support is an elective class that should be taught concurrently with Geometry: Concepts and Connections.	Teacher recommendation	Most recent Math teacher
27.08320	Advanced Algebra Support	11	The purpose of the Advanced Algebra Support class is to address the needs of students who have traditionally struggled in mathematics by providing the additional time and attention they need in order to successfully complete Advanced Algebra. Advanced Algebra	Teacher recommendation	Most recent Math teacher

			Support is an elective class that should be taught concurrently with Advanced Algebra: Concepts and Connections.		
27.08110	Algebra: Concepts and Connections	9/10	Algebra: Concepts and Connections 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. This course requires an EOC exam.	Teacher recommendation	Most recent Math teacher
27.08210	Geometry: Concepts and Connections	10	Geometry: Concepts and Connections 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.	Successful completion of Algebra: Concepts and Connections	Most recent Math teacher
27.08310	Advanced Algebra: Concepts and Connections	11	Advanced Algebra: Concepts and Connections 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.	Successful completion of Geometry: Concepts and Connections	Most recent Math teacher
27.09310	Advanced Algebra: Concepts and Connections and AP Precalculus	11		Successful completion of Geometry: Concepts and Connections	Most recent Math teacher
27.08410	Pre-Calculus	12	Precalculus is a fourth-year math option for students who have completed Advanced Algebra (or the equivalent). The course provides students with the opportunity to develop a deeper understanding of concepts in Algebra that are critical to the study of	Successful completion of Advanced Algebra: Concepts and Connections	Most recent Math teacher

			Calculus as well as an understanding of trigonometry and its applications.		
27.08800	Statistical Reasoning	11-12	The Statistical Reasoning course offers students opportunities to strengthen their understanding of the statistical method of inquiry and statistical simulations. Students will formulate statistical investigative questions to be answered using data, will design and implement a plan to collect the appropriate data, will select appropriate graphical and numerical methods for data analysis, and will interpret their results to make connections with the initial question.	Successful completion of Advanced Algebra: Concepts and Connections	Most recent math teacher
27.08500	Advanced Mathematical Decision Making	10-12	Advanced Mathematical Decision Making (AMDM) is designed to follow the completion of Advanced Algebra: Concepts and Connections or an equivalent course. The course will give students further experiences with statistical information and summaries, methods of designing and conducting statistical studies, an opportunity to analyze various voting processes, modeling of data, basic financial decisions, and use network models for making informed decisions.	Successful completion of Advanced Algebra: Concepts and Connections	Advanced Algebra teacher
27.07800	Calculus	11/12	This course provides a foundation for the study of advanced mathematics and is a fourth mathematics course option. Calculus includes a study of elementary functions, limits and continuity, derivatives, differentiation, applications of derivatives, integration, and applications of the integral. Many of the topics taught in AP Calculus are taught in this course. This course meets the HOPE Rigor requirement.	Successful completion of Pre-Calculus or Accelerated Pre-Calculus	Pre-Calculus or Accelerated Pre-Calculus teacher
27.04700	Advanced Placement Statistics	10-12	This college-level course follows the College Board syllabus for the Advanced Placement Statistics Examination and is a fourth mathematics course option. Covers four major themes: exploratory analysis, planning a study, probability and statistical inference. This course may be taken concurrently with Pre-Calculus or Accelerated	Successful completion of Accelerated Geometry B/Algebra II or Algebra II;	AP/Honors Science, English, or Social Studies Teacher; also approval from AP Statistics

			Pre-Calculus. Students taking this course are required to take the AP Exam in May. This course meets the HOPE Rigor requirement.	Recommendation from teacher that requires a structured writing component	instructor and Accelerated Geometry B/Algebra II or Algebra II teacher
27.07200	Advanced Placement Calculus AB	10-12	This is a college-level course requiring four years of strong mathematical preparation and is a fourth mathematics course option. The syllabus provided by College Board determines the course content. Topics include functions, limits and continuity, derivatives, integrals and their applications. Students taking this course are required to take the AP Exam in May. This course meets the HOPE Rigor requirement.	Successful completion of Pre-Calculus or Accelerated Pre-Calculus	Pre-Calculus or Accelerated Pre-Calculus teacher; also approval from AP Calculus instructor
27.07300	Advanced Placement Calculus BC	10-12	This is a college-level course requiring four years of strong mathematical preparation. The syllabus provided by College Board determines the course content. Topics include functions, limits and continuity, derivatives, integrals and their applications. Students taking this course are required to take the AP Exam in May. This course meets the HOPE Rigor requirement.	Successful completion of AP Calculus AB	Pre-Calculus or Accelerated Pre-Calculus teacher; also approval from AP Calculus instructor
27.07700	Multivariable Calculus	11-12	This is a fourth-year course option for students who have completed AP Calculus BC. It includes three-dimensional coordinate geometry; matrices and determinants; eigenvalues and eigenvectors of matrices; limits and continuity of functions with two independent variables; partial differentiation; multiple integration; the gradient; the divergence; the curl; Theorems of Green, Stokes, and Gauss; line integrals; integrals independent of path; and linear first-order differential equations. (Prerequisite: Successful completion of AP Calculus BC)	Successful completion of AP Calculus BC	AP Calculus teacher

Science

(All Science courses that are not used to fulfill core requirements count as academic electives.)

Course Number	Course Name	Grade Level	Course Description	Prerequisites	Who Signs for Course
26.01200	Biology	9	Biology is a laboratory-based course which uses science process skills in studying the following topics: laboratory safety, organization of living systems, the cell, biochemistry, continuity of life, organic variation, reproduction, genetics, classification, diversity of life forms, ecological relationships, reference and research skills. This course requires an EOC ASSESSMENT.	8th Grade science teacher recommendation	8th Grade science teacher
26.21200	Biology Honors	9	Same topics as Biology, but concepts will be covered at an even greater depth. Students will be challenged with more difficult assignments and projects. This course contributes to the student's ability to think clearly and express their ideas orally and in writing, with clarity and with logic. They will also use a very advanced textbook, and independent learning assignments are included in the course. This course requires an EOC ASSESSMENT.	8th Grade science teacher recommendation	8th Grade science teacher
26.01400	Advanced Placement Biology	10-12	AP Biology is a laboratory-based course which uses science process skills in studying the following topics: biological chemistry, cells, energy transformations, molecular genetics, heredity, evolution, taxonomy and systematics, ecology,	Successful completion of Honors Biology and Honors	Most recent science teacher; also approval

			anatomy and behavior. This course is designed to be the equivalent of a college introductory biology course utilizing a college level text, and following the guidelines of the College Board. Each of the four enduring understandings has at least two labs. Each lab has an inquiry component and assignment. Twenty-five percent of class time will be spent on labs and hands-on activities. Students taking this course are required to take the AP Exam in May. This course meets the HOPE Rigor requirement.	Chemistry; teacher recommendation	from AP instructor
26.06110	Environmental Science	11-12	Students use experimentation, models, hands-on activities, projects and research activities to investigate the connections between populations, natural resources, ecosystems, and the interactions between humans and their environment. Students refine their science process skills as they investigate and study Earth's biomes. Through their study of human population habits, students will learn how ecosystems and the natural resources within them can be conserved and preserved for future use by human populations. Major concepts include: environmental interrelationships, ecology, how ecosystems work, biomes and ecosystems, air pollutants and their effects, water pollutants and their effects, land and soils, energy (past, present and future), and sustainable environmental practices for the future.	Successful completion of Biology	Most recent science teacher
26.26200	Advanced Placement Environmental Science	11-12	The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Students taking this course are required to take the AP Exam in May. This course meets the HOPE Rigor requirement.	Successful completion of Honors Biology and Honors Chemistry; and teacher recommendation	Most recent science teacher and approval from AP instructor

40.05100	Chemistry	11-12	Chemistry is a laboratory-based course which uses science process skills in studying the following topics: units of chemistry, atoms and collections of atoms, periodicity and bonding, compounds and reactions, characteristics of states of matter, stoichiometry and quantitative analysis, acid/base chemistry, chemical dynamics and equilibrium, reference and research skills. This course meets the HOPE Rigor requirement.	Successful completion of Biology and Physical Science	Most recent science teacher
40.45100	Chemistry Honors	10	The Chemistry Honors course is designed to introduce the fundamental concepts of chemistry. This course meets and exceeds the standards as prescribed by Georgia Performance Standards. Students will obtain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. This course should contribute to the development of the student's ability to think clearly and to express their ideas, orally and in writing, with clarity and logic. Honors Chemistry differs qualitatively from the usual first secondary school course in chemistry with respect topics covered, the emphasis on chemical calculations and the mathematical formulation of principles, and the kind of laboratory work performed by the students. Differences appear in the number of topics treated, the time spent on the course by the students, and the nature and the variety of experiments done in the laboratory. This course meets the HOPE Rigor requirement.	Successful completion of Biology Honors; successful completion of Accelerated Algebra and enrollment in Accelerated Geometry	Biology Honors teacher
40.05300	Advanced Placement Chemistry	11-12	AP Chemistry is a course designed to provide students with a learning experience equivalent to that of a one-year general chemistry college course. Students should complete a first-year course in high school chemistry and a second-year algebra course before taking AP Chemistry. This course differs from first-year high school chemistry in the kind of textbook used, the range and depth of topics covered, the emphasis on chemical calculations, and the mathematical	Successful completion of Biology Honors and Chemistry Honors	Most recent science teacher; also approval from AP instructor

			formulation of principles. The nature and variety of laboratory work is extensive. A minimum of 30% of the course will be devoted to laboratory and hands-on/minds-on activities. Additional after school study sessions are provided. Students taking this course are required to take the AP Exam in May. This course meets the HOPE Rigor requirement.		
40.06400	Earth Systems	10-12	Students use experimentation, models, hands-on activities, projects and Internet research activities to investigate the connections between Earth's atmosphere, hydrosphere, geosphere and biosphere. Students refine their science process skills as they investigate and study Earth's systems. Through their study of Earth's history and its systems, students learn how interactions through time have produced Earth's landscapes, ecology and resources. Major concepts include: Earth's origin, composition and structure; plate tectonics and the rock cycle; landscape evolution; geologic hazards such as volcanoes, earthquakes and tsunamis; geologic time; biogeochemical cycles; global heat distribution; weather and climate.	Successful completion of Biology and Physical Science or Chemistry	Most recent science teacher
40.01100	Physical Science	10	Physical Science is designed as a survey course of chemistry and physics. This curriculum includes the more abstract concepts such as the conceptualization of the structure of atoms, motion and forces, and the conservation of energy and matter, the action/reaction principle, and wave behavior. Students investigate physical science concepts through experience in laboratories and field work using the processes of inquiry.	Successful completion of Biology and/or teacher recommendation	Most recent science teacher
40.08200	Physics	11-12	The Physics curriculum is designed to continue student investigations of the physical sciences and provide students the necessary skills to be proficient in physics. This curriculum includes more abstract concepts such as interactions of matter and energy, velocity, acceleration, force,	Successful completion of Chemistry; Successful completion of	Most recent science teacher

			energy, momentum, and charge. This course introduces the students to the study of the correction to Newtonian physics given by quantum mechanics and relativity. Students investigate physics concepts through experience in laboratories and field work using the processes of inquiry. This course meets the HOPE Rigor requirement.	Geometry or Algebra II same semester	
40.08300	AP Physics 1	10-12	This course is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits. This course uses guided inquiry and student-centered learning to foster the development of critical thinking skills. Students taking this course are required to take the AP Exam in May. This course meets the HOPE Rigor requirement.	Successful completion of Biology Honors, Chemistry Honors, and Teacher Recommendation. Successful completion of Accelerated GSE Pre-Calculus or Algebra II.	Math or science teacher
40.08320	AP Physics 2	10-12	AP Physics 2 is an algebra-based, introductory college-level physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. Students taking this course are required to take the AP Exam in May. This course meets the HOPE Rigor requirement.	AP Physics 1 and Precalculus	Most recent science teacher
40.08410	AP Physics C: Mechanics	11-12	AP Physics C: Mechanics provides instruction in each of the following six content area: kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and	Pre-Calculus, teacher recommendation	Math or Science teacher

			oscillations and gravitation. This course uses guided inquiry and student-centered learning to foster the development of critical thinking skills. It requires the use of introductory differential and integral calculus throughout the course. Students are expected to take the AP Exam. This course meets the HOPE Rigor requirement.	Co-requisite: Calculus (AP Calculus BC preferred)	
40.08420	AP Physics C: Electricity and Magnetism	12	AP Physics C - E&M is a laboratory-based course that provides instruction in electrostatics, conductors, capacitors & dielectrics, electric circuits, magnetic fields, and electromagnetism. The content covers most of the second half of the typical college introductory calculus-based physics sequence. Differential and integral calculus will be used extensively in the course. Students taking this course are required to take the AP Exam in May. This course meets the HOPE rigor requirement.	Pre-requisites: AP Calculus BC, Physics teacher recommendation Co-requisites: AP Physics C - Mechanics	AP Physics teacher
40.08900	Advanced Physics Principles / Robotics	11 - 12	Using advanced Physics Principles and integrating concepts found in advanced placement courses, this course will consist of students working independently and collaboratively in the research, design, and development of robotics and automation technologies. There will be an emphasis on the application and integration of physics principles in this course. Students will be introduced to the principles of robotics and automation and the role of robotics in industry. Students will apply physics principles in an integrated study in the design and development of an array of robotic mechanisms. They will also learn and apply relevant computer programming languages to advanced physics principles. Finally, working in teams, students will build working robots, which can accomplish specific pre-determined goals.	Completion of or current enrollment in at least one AP science course (AP Physics and/or AP Computer Science preferred).	Application only (Robotics/AP Physics teacher)
40.07100	Oceanography .	11-12	Students study and investigate the connections between the world's oceans and the cycling of energy and matter; weather and climate; plate tectonics; resources and technological	Successful completion of Biology, and	Most recent science teacher

			advances; as well as the natural and human impacts affecting the world's oceans and its inhabitants. Through experiments, models, hands-on activities, projects and Internet activities, students refine their science process skills. Topics covered include: physical oceanography; chemical oceanography and marine oceanography.	Physical Science; Chemistry suggested	
40.092(10-40)	Scientific Research I-IV	9-12	The purpose of this series of courses is to provide students with the opportunity to conduct scientific research, design and conduct scientific projects and experiments, and explore in-depth scientific concepts. Students placed into these courses will have an interest in completed a STEM focused pathway and/or program of study while in high school and want additional preparation to pursue similar and/or related majors in postsecondary institutions. Students will conduct an independent research project to be entered into the county science fair. Each of the courses in this series meets the HOPE rigor requirement.	Recommended co-requisite another science course.	Most recent science teacher

Social Studies

(All Social Studies courses that are not used to fulfill core requirements count as academic electives.)

Course Number	Course Name	Grade Level	Course Description	Prerequisites	Who Signs for Course
45.05700	American Government	9	American Government focuses on basic concepts and principles of the American political system. This course covers the structure and function of the American system of government, the roles and responsibilities of citizens in the political process, and the relationship of the individual to the law. The course also stresses critical analysis of public issues while integrating and reinforcing social studies skills.	8th Grade Social Studies	8th Grade Social Studies teacher
45.25700	American Government Honors	9	American Government Honors is a rigorous course that begins with an analysis of the philosophies and principles that are at the heart of the American system of government. The course continues with investigation and analysis of the three major branches of the federal government, the law-making process, and the roles and responsibilities of citizen participation in the political process. The course concludes with analysis of issues surrounding civil rights and liberties, as well as an examination of state and local government. Students considering enrolment in this course should have excellent reading and writing skills, demonstrate a strong work ethic, and be able to engage in analytical and critical thinking and extensive writing.	8th Grade Social Studies	8th Grade Social Studies teacher

45.05200	Advanced Placement Government	9-12	AP United States Government and Politics is a rigorous course that provides students with an analytical perspective on government and politics in the United States. The course includes both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. It introduces the various institutions, groups, beliefs, and ideas that constitute U.S. politics. This course will satisfy the state Government requirement. Students taking this course are required to take the AP exam in May. This course meets the HOPE Rigor requirement.	Teacher recommendation	Most recent Social Studies teacher
45.05300	Advanced Placement Government/ Politics: Comparative	10-12	Conforms to College Board topics for the Advanced Placement Comparative Government and Politics Examination. Covers sources of public authority and political power, society and politics, citizen and state, political framework, political change and an introduction to comparative politics. This course meets the HOPE Rigor requirement.	Teacher recommendation	Most recent social studies teacher and AP Government/ Politics: Comparative teacher
45.08300	World History	10	World History emphasizes the political, cultural, economic and social development and growth of civilizations. This course covers the development of ancient civilizations, the emergence of nations through trade/communications, scientific/technological development, emergence of nation states, nations in conflict and the emerging interdependence of nations in the twenty-first century.	None	Most recent Social Studies teacher
45.28300	World History Honors	10	World History Honors provides students with a comprehensive and intensive study of major events and themes in world history, including development of ancient civilizations, the emergence of nations through trade and communications, intellectual development, scientific/technological development, development of nation states, nations in conflict, and the emerging encounter and exchange between nations in the modern era. Advanced students will be required to read complex materials, demonstrate critical thinking through writing, and analyze	none	Most recent Social Studies teacher

			primary documents, in preparation for the class and future AP placements.		
45.08110	Advanced Placement World History	10	In Advanced Placement World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; making historical comparisons; utilizing reasoning, such as contextualization, causation, and continuity and change over time; and developing historical arguments. Students examine five historical themes: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and develop transformation of social structures. Students are required to take the AP Exam in May. NOTE: This class is paired with Honors 10 Lit. Enrolling students are required to take both. This course meets the HOPE Rigor requirement.	Successful completion of 9th Lit and successful completion of Government	9th Lit teacher, Government teacher, also approval from AP instructor
45.08100	United States History	11	U.S. History investigates the United States, its people, institutions and heritage. The course emphasizes political, cultural and social issues, the role of the United States as a world leader and the issues confronting the United States. This course requires an EOC ASSESSMENT.	None	Most recent Social Studies teacher
45.28100	United States History Honors		U.S. History Honors investigates the United States, its people, institutions and heritage in depth. The course emphasizes political, cultural and social issues, the role of the United States as a world leader and the issues confronting the United States. Students considering enrollment in this course should have excellent reading and writing skills, demonstrate a strong work ethic, and be able to engage in analytical and critical thinking, and extensive writing. This course requires an EOC ASSESSMENT.	None	World History teacher

45.08200	Advanced Placement U.S. History	11	This course conforms to College Board topics for the Advanced Placement United States History Examination. It covers discovery and settlement, colonial society, the American Revolution, Constitution and the New Republic, Age of Jefferson, Nationalism, sectionalism, territorial expansion, Civil War, Reconstruction, Industrialization, the Progressive Era, World War I, Depression, New Deal and World War II through the present. Students taking this course are required to take the AP Exam in May. This course meets the HOPE Rigor requirement.	Successful completion of Honors World History and successful completion of 10th Lit Honors; and/or teacher recommendation	10th Lit Honors teacher, World History teacher; also approval from AP instructor
45.08120	U.S. History in Film	11-12	This course examines American history, culture and society through film. The primary "text" for this course will be American films that examine an aspect or era of American history. Students critically analyze how American cultural and social conflicts are portrayed and worked out in popular films. By watching, discussing, and writing about these films, students examine how motion pictures create a window into American history, society, and identity. Students will learn how to read American films as cultural texts that help us better understand our history and culture. Given the mature content and themes of our films, students must be in grades 11-12 to be eligible to enroll.	None, though completion of US History is preferred	Social Studies teacher
45.28400	Advanced Placement European History	11-12	Advanced Placement European History investigates European history from approximately 1450 to the present, challenging students to use a variety of historical thinking skills. The course explores five themes—interaction of Europe and the world, poverty and prosperity, objective knowledge and subjective visions, states and other institutions of power, and individual and society—as the foundation of historical inquiry and investigation. Students will be required to reason historically, make comparisons, and compose analytical arguments. The course conforms to the guidelines of the College Board. Students taking this course are required to	None	Honors Lit teacher, Honors Social Studies teacher, also approval from AP instructor

			take the AP exam in May. The course meets the HOPE Rigor requirement.		
45.06100	Personal Finance and Economics	12	Economics focuses on the American economic system and covers fundamental economic concepts, comparative economic systems, microeconomics, macroeconomics and international economic interdependence. The course stresses ability to analyze critically and to make decisions concerning public issues.	None	Most recent Social Studies teacher
45.06200	Advanced Placement Macroeconomics	12	AP Macroeconomics is a rigorous one-semester course that will give students a thorough understanding of the principles of economics that apply to an economic system as a whole. It will place particular emphasis on the study of national income and price level determination. The course will also develop the student's familiarity with economic performance measures, the financial sector, stabilization processes, economic growth, and international economics. This course meets the HOPE Rigor requirement.	Successful completion of U.S. History; Math and Social Studies teacher recommendation	Math and Social Studies teachers
45.05600	Individual and the Law	10-12	Individual and the Law analyzes the foundations and functions of the American legal system. This course examines types of laws, the individual's relationship to the law and major court decisions, and integrates and reinforces social studies skills.	None	Most recent Social Studies teacher
45.03100	Sociology	11-12	Sociology investigates human behavior in relationship to groups. It explores the impact of social institutions such as family, education, religion, economics, government, and sports have on the individual as well as topics such as culture, socialization, and deviance. This course also helps to develop research methods, critical thinking skills, and enhances one's understanding of the social sciences.	None	Most recent Social Studies teacher
45.01500	Psychology	11-12	Psychology uses a micro-approach perspective to investigate human behavior, the mind, and the individual. It explores the	None	Most recent Social Studies teacher

			principles and theories of psychology by examining behavioral, psychoanalytical, environmental, biological, hereditary, developmental, and social psychology. One can discover how personality, motivation, intelligence, and attitudes can create psycho/social disorders and mental diseases. This course also helps to develop research methods, critical thinking skills.		
45.01600	Advanced Placement Psychology	11-12	Conforms to College Board topics for the Advanced Placement Introductory Psychology Examination. Covers methods, approaches and the history of psychology as a science, biological bases of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, developmental psychology, personality, testing and individual differences, abnormal psychology, treatment of psychological disorders and social psychology.	None	Most recent Social Studies teacher
45.01400	Humanities	11-12	Humanities investigates the development of human aesthetics, values, and expression in Western civilization. Art, music, architecture, drama, history, and philosophy provide the essential mediums of study. Exploring a variety of themes, such as love, freedom, conflict, illusion/reality, death/immortality, and good/evil, students will engage a multi-disciplinary approach to evaluate the human creative experience. Humanities is designed to provide students a foundation for understanding the Western tradition, global issues, and current events.	None	Most recent Social Studies teacher
45.07700	Advanced Placement Human Geography	9-12	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 learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental	None	Most recent Social Studies teacher

			consequences. They also learn about the methods and tools geographers use in their research and applications.		

World Language

(All World Language courses that are not used to fulfill core requirements count as academic electives.)

Course Number	Course Name	Grade Level	Course Description	Prerequisites	Who Signs for Course
60.01100	French I	9-12	French I introduces the French language with an emphasis on listening, speaking, reading and writing skills. This course covers how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to develop an understanding of French culture.	Strong reading and math skills	Math or English teacher recommendation at 8th grade; French teacher at high school
60.01200	French II	9-12	French II enhances level-one skills in French and provides opportunities to develop listening, speaking, reading, and writing skills. This course provides continued practice in how to ask and respond to basic questions, and to speak and read within a range on carefully selected topics. The course also provides opportunities to increase understanding of French culture. This course meets the HOPE Rigor requirement.	Successful completion of French I	French teacher
60.01300	French III Honors	10-12	French III Honors is a rigorous course that enhances level-two skills in French. This course provides further opportunities to increase conversational, reading comprehension, and composition skills. It also provides extensive exposure to French culture. This course begins the preparation for students planning to enroll in AP French. This course meets the HOPE Rigor requirement.	Successful completion of French II and/or teacher recommendation	French teacher
60.01400	French IV Honors	10-12	French IV Honors continues to build on previously acquired skills of conversational, reading comprehension, and composition skills through increased opportunities for more intensive practice. This course continues language development through exploration of familiar and unfamiliar topics,	Successful completion of French III Honors and/or teacher recommendation	French teacher

			introduction to authentic literacy works and broader, more extensive cultural exposure. This course includes important preparation for students planning to enroll in AP French Language. This course meets the HOPE Rigor requirement.		
60.01700	Advanced Placement French OCHS ONLY	11-12	AP French Language is a rigorous one semester class comparable in content and difficulty to a 3rd year collegiate French Composition and Conversation class. This course seeks to develop language skills through varied activities including audio and video recordings, films, newspapers, and magazines. Additional literary works are also introduced as students continue to explore cultural and language relationships between francophone countries and United States. Students taking this course are required to take the AP Exam in May. This course meets the HOPE Rigor requirement.	Successful completion of French IV Honors and/or teacher recommendation	French teacher
61.04100	Latin I	9-12	Latin I introduces students to the Latin language and ancient Roman civilization. This course provides grammar and vocabulary instruction necessary for developing reading comprehension skills. The course emphasizes the ability to write simple Latin phrases and to understand simple Latin presented orally or in writing. Students will also begin learning how Roman culture, mythology, and vocabulary have influenced contemporary society.	Strong reading and math skills	Math or English teacher recommendation at 8th grade; Latin teacher at high school
61.04200	Latin II	9-12	Latin II enhances level-one skills and provides opportunities to translate longer, more challenging passages. This course presents more advanced grammatical structures. Students continue their study of Roman customs and daily life and learn how Latin and Roman civilization have influenced Western language and civilization. This course meets the HOPE Rigor requirement.	Successful completion of Latin I	Latin teacher
61.04300	Latin III Honors	10-12	Students in the advanced levels of Latin will read and translate selected passages from the works of Rome's most influential authors. These authors may include Caesar, Cicero, Pliny, Ovid,	Successful completion of Latin	Latin teacher

			Virgil, Horace, and Catullus. The courses also explore the political, social, and economic characteristics of Rome during the late Republican period and early Imperial period. This course meets the HOPE Rigor requirement.	II and/or teacher recommendation	
61.04400	Latin IV Honors	10-12	Students in the advanced levels of Latin will read and translate selected passages from the works of Rome's most influential authors. These authors may include Caesar, Cicero, Pliny, Ovid, Virgil, Horace, and Catullus. Each level will focus on one or two of the authors listed above. The courses also explore the political, social, and economic characteristics of Rome during the late Republican period and early Imperial period. This course meets the HOPE Rigor requirement.	Successful completion of Latin III Honors and/or teacher recommendation	Latin teacher
61.04700	Advanced Placement Latin	11-12	AP Latin is designed to provide advanced high school students with a rich and rigorous Latin course, approximately equivalent to an upper-intermediate (typically fourth or fifth semester) college or university Latin course. This course meets the HOPE Rigor requirement.	Successful completion of Latin III Honors and/or teacher recommendation	Latin teacher
60.07100	Spanish I	9-12	Spanish I introduces the Spanish language; emphasizes listening, speaking, reading and writing skills. This course covers how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to develop an understanding of Spanish culture.	Strong reading and math skills	Math or English teacher recommendation at 8th grade; Spanish teachers at high school
60.07200	Spanish II	9-12	Spanish II enhances level-one skills in Spanish and provides opportunities to develop listening, speaking, reading and writing skills. This course provides continued practice and expansion in how to ask and respond to basic questions, to speak and read within a range of carefully selected topics, and to increase understanding of Spanish culture. This course meets the HOPE Rigor requirement.	Successful completion of Spanish I	Spanish teacher

60.07300	Spanish III Honors	10-12	Spanish III is a rigorous course which enhances level-two skills in Spanish and provides further opportunities to increase conversational, reading comprehension, and composition skills. This course also includes an intensive focus on Spanish grammar and syntax and extensive exposure to Spanish culture. This course begins the preparation for students planning to enroll in AP Spanish Language. This course meets the HOPE Rigor requirement.	Successful completion of Spanish II and/or teacher recommendation	Spanish teacher
60.07400	Spanish IV Honors	10-12	Spanish IV Honors continues to build on previously acquired skills of conversational, reading comprehension, and composition skills through increased opportunities for more intensive practice. This course continues language development through exploration of familiar and unfamiliar topics. This course includes important preparation for students planning to enroll in AP Spanish Language. This course meets the HOPE Rigor requirement.	Successful completion of Spanish III Honors and/or teacher recommendation	Spanish teacher
60.07700	Advanced Placement Spanish Language	11-12	AP Spanish Language is a rigorous one semester class comparable in content and difficulty to a 3rd year collegiate Spanish Composition and Conversation class. This course seeks to develop language skills through varied activities including audio and video recordings, films, newspapers, and magazines. Additional literary works are also introduced as well as intensive conversational practice. Students taking this course are required to take the AP Exam in May. This course meets the HOPE Rigor requirement.	Successful completion of Spanish IV Honors and/or teacher recommendation	Spanish teacher
61.01100	German I	9-12	German I introduces the student to the language with primary emphasis on development of listening and speaking skills, although reading and writing skills are introduced. Students acquire and practice vocabulary and structures to converse on everyday topics. Reading in context is introduced. Controlled writing experiences are offered. Students are introduced to the	Strong reading and math skills	Math or English teacher recommendation at 8th grade; German teacher at high school

			geography and culture of German-speaking countries within the context of everyday topics.		
61.01200	German II	9-12	German II continues the development of all four skills of listening, speaking, reading and writing. Students acquire and practice vocabulary in typical peer and student-to-adult interactions on everyday topics. Reading is expanded to authentic texts of short length, such as ads, directions, and letters. Geography and culture are based on contexts within the vocabulary of this level. This course meets the HOPE Rigor requirement.	Successful completion of German I	German teacher
61.01300	German III Honors	10-12	German III continues to allow students to improve skills of communication in the target language. Using new vocabulary and structure as well as previously-acquired vocabulary and grammar, students develop ability to give longer, more detailed responses. The use of the target language as a means of communication intensifies for classroom use. Writing skills emphasize more free writing with more sophisticated vocabulary and structures used to convey ideas. Students explore cultural topics such as history and art. This course begins the preparation for students planning to enroll in AP German. This course meets the HOPE Rigor requirement.	Successful completion of German II and/or teacher recommendation	German teacher
61.01400	German IV Honors	10-12	German IV continues to build on the developing skills of level three and provides opportunities to develop the language for communication of familiar and unfamiliar topics. Culture topics are explored in the target language. Longer authentic texts are read with a beginning in literary analysis in the target language. This course includes important preparation for students planning to enroll in AP German Language. This course meets the HOPE Rigor requirement.	Successful completion of German III and/or teacher recommendation	German teacher
61.01700	AP German	11-12	The AP German Language and Culture course takes a holistic approach to language proficiency and recognizes the complex	Successful completion of	German teacher

			interrelatedness of comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. This course meets the HOPE Rigor requirement.	German IV and/or teacher recommendation	

Health and Physical Education

Course Number	Course Name	Grade Level	Course Description	Prerequisites	Who Signs for Course
36.05100	Personal Fitness	9	This half-unit course is a graduation requirement taken in conjunction with health and provides instruction in methods to attain a healthy level of physical fitness. This course covers how to develop a lifetime fitness program based on a personal fitness assessment and stresses strength, muscular endurance, flexibility, body composition and cardiovascular endurance.	None	Not needed
17.01100	Health	9	This half-unit course is a graduation requirement taken in conjunction with personal fitness and explores the mental, physical and social aspects of life and how each contributes to total health and well-being. Health emphasizes safety, nutrition, mental health, substance abuse prevention, disease prevention, environmental health, family life education, health careers, consumer health and community health. Health includes nutrition, fad diets, weight control, stress management; promotes self-awareness and responsibility for fitness. The Alcohol and Drug Awareness Program (ADAP) as well as CPR and AED (Automated External Defibrillator) instruction are also provided during this course.	None	Not needed
36.02100	Introductory Team Sports	10-12	This course introduces fundamental skills, strategies and rules associated with team sports such as basketball, volleyball, soccer, softball, ultimate Frisbee, team handball and flag football.	Health and Personal Fitness	P.E. teacher
36.03100	Intermediate Team Sports	11-12	This course continues exploration of sports learned in Introductory Team Sports.	Introductory Team Sports	P.E. teacher
36.04100	Advanced Team Sports	11-12	This course continues the exploration of Team Sports.	Intermediate Team Sports	P.E. teacher

36.04700	Recreational Games	10-12	Introduces recreational games suitable for lifetime leisure activities; may include table tennis, shuffleboard, frisbee, deck tennis, new games, horseshoes, darts and croquet. Emphasizes the rules of each game and the skills necessary to play.	Health and Personal Fitness	P.E. teacher
36.07100	Adaptive P.E.	12	This course is designed for students interested in pursuing a career in physical education, special education, physical therapy, or any other related field of working with the special needs population.	Application and teacher recommendation required	Adaptive P.E teacher
36.05300	Aerobic Dance	10-12	This course provides opportunities to perform step and fitness routines to music to increase muscular strength and endurance, cardiovascular endurance, and flexibility. Includes fitness concepts for developing healthy lifetime habits and body composition.	Health and Personal Fitness	P.E. Teacher
36.06300	Advanced Aerobic Dance	10-12	This course enhances strength, cardiovascular endurance, flexibility, coordination and muscular endurance through aerobic movement. Emphasizes self-management and adherence strategies.	Aerobic Dance	P.E. teacher
36.05400	Weight Training	9-12	This course increases strength and cardiovascular fitness through an individualized weight training program. Emphasizes self-management and adherence strategies.	None	P.E. teacher
36.06400	Advanced Weight Training	10-12	Increases strength and cardiovascular fitness through an individualized weight training program. Emphasizes self-management and adherence strategies.	Weight Training	P.E. teacher
36.05200	Physical Conditioning	10-12	Provides opportunities to participate in a variety of activities to enhance flexibility, muscular strength and endurance, cardiovascular endurance and body composition. Includes fitness concepts for the development of healthy lifestyle habits.	Weight Training	P.E. teacher

36.05600	Body Sculpting	9-12	This course provides methods to redefine body shape through specific exercises. Topics covered through the overall conditioning program are weight training, conditioning exercises and proper nutrition to improve muscle definition, posture, bodily proportions, overall condition of the body and increase energy levels.	Health and Personal Fitness	P.E. teacher
36.06600	Advanced Body Sculpting	10-12	This course provides additional opportunities to redefine body shape through specific exercises. Topics covered through the overall conditioning program are weight training, conditioning exercises and proper nutrition to improve muscle tone, muscle definition, posture, overall condition of the body and increase energy levels.	Body Sculpting	P.E. teacher
36.02200	Introductory Lifetime Sports	11-12	This course introduces fundamental skills, strategies and rules associated with lifetime sports such as bowling, golf, tennis, bocce ball, horseshoes, table tennis, archery, spike ball, ladder ball, badminton and pickleball. Activity fees are associated with this course.	Health and Personal Fitness	P.E. teacher
36.03200	Intermediate Lifetime Sports	11-12	This course continues exploration of sports learned in Introductory Lifetime Sports. Activity fees are associated with this course.	Introductory Lifetime Sports	P.E. teacher
36.04200	Advanced Lifetime Sports	12	This course continues exploration of Lifetime Sports. Activity fees are associated with this course.	Intermediate Lifetime Sports	P.E. teacher
36.02500	Intro. to Outdoor Education	10-12	Promotes an appreciation of the outdoors; provides physical activities and adventures in an outdoor laboratory. Covers camping, fishing, hiking, orienteering, backpacking, rappelling, outdoor cooking, boating safety, hunter safety, and archery. Activity fees are associated with this course.	Health and Personal Fitness	P.E. teacher

Fine Arts

Course Number	Course Name	Grade Level	Course Description	Prerequisites	Who Signs for Course
50.02110	Visual Arts/ Comprehensive I	9-12	Art I is an entry level creative studio course that emphasizes the ability to understand and use elements and principles of design in the creation of artworks in a variety of media and processes. Students are introduced to studies in art history, art criticism and aesthetics.	None	Art teacher
50.021200	Visual Arts/ Comprehensive II	9-12	Art II is an intermediate level creative studio course that continues studies in art production, art history, art criticism, and aesthetics. Students are encouraged to develop experience and expertise in the use of a variety of media.	Art I	Art teacher
50.421300	Visual Arts/ Comprehensive III	10-12	Art III is an advanced level creative studio course that continues studies in art production, art history, art criticism and aesthetics. Students are encouraged to develop experience and expertise in the use of a variety of media.	Art II	Art teacher
50.021400	Visual Arts/ Comprehensive IV	10-12	Art IV is an advanced level creative studio course that continues studies in art production, art history, art criticism and aesthetics. Students are encouraged to develop experience and expertise in the use of a variety of media.	Art III	Art teacher
50.002160	Visual Arts/ Comprehensive V	11-12	Art V is an advanced level creative studio course that continues studies in art production, art history, art criticism and aesthetics. Students are encouraged to develop experience and expertise in the use of a variety of media.	Art IV and/or teacher recommendation	Art teacher
50.03130	Visual Arts/ Drawing & Painting I	9-12	The student develops creativity, critical-thinking, and problem-solving skills. The student engages in aesthetic dialogue, making effort toward constructing meaning as he or she encounters	None	Art teacher

			and produces works of art based on drawing and painting approaches.		
50.03140	Visual Arts/ Drawing & Painting II	10-12	The student develops creativity, critical-thinking, and problem-solving skills. The student engages in aesthetic dialogue, making effort toward constructing meaning as he or she encounters and produces works of art based on drawing and painting approaches.	Visual Arts/ Drawing & Painting I	Art teacher
50.04110	Visual Arts/ Ceramics/Pottery I	9-12	The student develops creativity, critical-thinking, and problem-solving skills. The student engages in aesthetic dialogue, making effort toward constructing meaning as he or she encounters and produces works of art based on varied ceramic forming techniques and processes.	None	Art teacher
50.04120	Visual Arts/ Ceramics/Pottery II	10-12	The student develops creativity, critical-thinking, and problem-solving skills. The student engages in aesthetic dialogue, making effort toward constructing meaning as he or she encounters and produces works of art based on varied ceramic forming techniques and processes.	Visual Arts/ Ceramics/ Pottery I	Art teacher
50.09210	Advanced Placement Art History	10-12	Explore the history of art across the globe from prehistory to the present. You'll analyze works of art through observation, discussion, reading, and research.	Completion of 9th Literature	Art teacher
50.08110	Visual Arts/Advanced Placement Studio: Drawing Portfolio	11-12	The AP Studio Art program makes it possible for highly motivated high school art students to do college-level work in preparation for submission for college credit. It is recommended for students considering a major in art related fields in college. The student must be able to set goals and work well independently. AP Studio Art is not based on a written exam; instead, students submit portfolios for evaluation at the end of the school year. The drawing portfolio is designed to address a very broad interpretation of drawing issues and media.	Three Visual Arts classes and teacher recommendation with portfolio review	Art teacher

50.081300	Advanced Placement Studio: 2D Design Portfolio	11-12	The AP Studio Art program makes it possible for highly motivated high school art students to do college-level work in preparation for submission for college credit. It is recommended for students considering a major in art related fields in college. The student must be able to set goals and work well independently. AP Studio Art is not based on a written exam; instead, students submit portfolios for evaluation at the end of the school year. The 2-D portfolio should be designed to address two-dimensional design issues.	Three Visual Arts classes and teacher recommendation with portfolio review	Art teacher
50.08140	Advanced Placement Studio: 3D Design Portfolio	11-12	The AP Studio Art program makes it possible for highly motivated high school art students to do college-level work in preparation for submission for college credit. It is recommended for students considering a major in art related fields in college. The student must be able to set goals and work well independently. AP Studio Art is not based on a written exam; instead, students submit portfolios for evaluation at the end of the school year. The 3-D portfolio should be designed to address sculptural issues.	Three Visual Arts classes and teacher recommendation with portfolio review	Art teacher
51.04100	Dance I	9-12	Introduces dance; covers shape, form, line, and experimentation with individual expression and creativity. This course stresses aesthetic perception, creative expression and performance; historical and cultural heritage and aesthetic judgment.	None	Dance teacher
51.04200	Dance II	9-12	Enhances modern dance; covers shape, form, line and experimentation with individual expression and creativity. This course stresses aesthetic perception, creative expression and performance, historical and cultural heritage and aesthetic judgment and criticism.	Dance I	Dance teacher
51.04300	Dance III	10-12	Enhances level-one and two skills. This course emphasizes complex rhythms, movement combinations, longer phrases, transitions and centering on a specific technique. It also offers performing and observation opportunities.	Dance II	Dance teacher

51.04400	Dance IV (Advanced Dance)	10-12	This course emphasizes advanced-level technical skills, a further expansion of dance vocabulary, improvisation, and a broader experience of performance opportunities.	Dance III	Dance teacher
51.03100	Show Choir	10-12	This course emphasizes aesthetic perception, creative expression and performance, historical and cultural heritage and aesthetic judgment and criticism. Students are strongly encouraged to register for this course for both semesters.	Audition	Chorus teacher
52.02100	Dramatic Arts Fundamentals I	9-12	Serves as pre-requisite for other drama courses. This class introduces students to all the elements of theater, both performance and technical production.	None	Performing Arts teacher
52.07100	Dramatic Arts/Film/Video and Television	10-12	Provides an overview of film and its relationship to drama and theater. This course covers the history and development of the film industry, the interactive roles of the director, actor, and technical designers, and the analysis of film as an art form.	Teacher recommendation	Performing Arts teacher/ English teacher
52.06100	Acting I	10-12	Introduces advanced acting process. 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. Focuses on scene study.	Fundamentals I teacher recommendation	Performing Arts teacher
52.06200	Acting II	10-12	Enhances level-one skills with emphasis on classical and historical scene study.	Acting I and Teacher recommendation	Performing Arts teacher
52.06300	Acting III	11-12	Enhances level-two skills including analyzing and constructing meaning, developing scripts, and acting by developing, communicating, and sustaining roles within a variety of situations and environments.	Acting II and teacher recommendation	Performing Arts teacher
52.04(100-400)	Technical Theater I-IV	10-12	Examines the artistic and technical elements of theatre.	Teacher recommendation	Performing Arts teacher

52.03(100-400)	Theatre Arts/Musical Theater I-IV	9-12	Introduces the style and characteristic elements of modern musical theater. Covers production staging, orchestration, voice and dance. Offers opportunity for performance. Levels II-IV enhances skills from level I and beyond.	Teacher recommendation	Performing Arts teacher or Chorus teacher
53.057300	Drumline (Fall)	9-12	Fall performance ensemble for percussionists.	Teacher approval	Band teacher
53.038(10-40)	Concert Band (Spring)	9-12	Provides opportunities for intermediate level students to develop and refine precision on a band instrument. Covers production and performance, analysis and historical studies, cultural influences creative aspects of music and appreciation of music.	Previous Band experience & teacher approval	Band teacher
53.074 (10-40)	Marching Band (Fall)	9-12	Provides opportunities for students to increase skills and performance techniques on band instruments. Focuses on performance and stresses individual and group progress.	Previous Band experience & teacher approval	Band teacher
53.057300	Percussion Ensemble (Spring)	9-12	Performance ensemble for percussionists. Focuses on performance technique and stresses both individual and ensemble progress.	Previous Band Experience & Teacher Approval	Band teacher
53.057200	Symphonic Band (Spring)	9-12	Performance ensemble for advanced level students. Focuses on performance technique and stresses both individual and ensemble progress.	Previous Band experience & teacher approval	Band teacher
53.02100	Beginning Music Theory and Composition	10-12	Performers, conductors, and composers of music must be well versed in the mathematics and science of music commonly referred to as music theory. This course is the analysis of composition, structure and design of the elements of music.	Teacher recommendation	Band or Chorus teacher
54.02110 54.02120 54.02130 54.02140	Beginning Chorus I-IV	9-12	Provides opportunities to develop performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences. Students may register for this course both semesters.	Teacher approval	Chorus teacher

54.02210 54.02220	Intermediate Chorus I-II	9-12	Provides intermediate-level performers opportunities to increase performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences.	Teacher approval	Chorus teacher
54.023(10-40)	Advanced Chorus I-IV	9-12	Provides advanced-level performers opportunities to increase performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences.	Teacher approval	Chorus teacher

Career, Technical and Agriculture Education

Some CTAE courses may count as a fourth science credit and/or an academic elective. Check with your counselor and the GA Department of Education website to determine if the course selected meets the science/academic elective criteria.

2023-24 Fourth Science options

The following are Career Pathways offered at the individual high schools in Oconee County. A student must complete the sequence of courses listed in a given pathway in order to be a pathway completer. Students are also encouraged to participate in the associated Career/Technical Student Organization (CTSO) associated with the Career Cluster of interest. The CTSOs are listed below each Career Cluster.

N=North Oconee High School; O=Oconee County High School; EOY= Offered every other year

Agriculture, Food, and Natural Resources Career Cluster

Career/Technical Student Organization

◊ **Agriculture Leadership in Animal Production Pathway** (N, O)
- 02.47100—Basic Agricultural Science
- 02.42100—Animal Science Tech/Biotech (EOY)
- 01.41200—Agribusiness Management and Leadership

◊ **Veterinary Science (N)**
- 02.47100—Basic Agricultural Science
- 02.42100—Animal Science Tech/Biotech (EOY)
- 02.42400-Veterinary Science (EOY)

◊ **Agriculture Leadership in Forestry Pathway** (N)
- 02.47100—Basic Agricultural Science
- 01.41200—Agribusiness Management and Leadership
- 03.45100—Forest Science (EOY)

◊ **Agriscience Systems** (O)
- 02.47100—Basic Agricultural Science
- 02.42100—Animal Science Tech/Biotech (EOY)
- 02.44100—Plant Science and Biotech (EOY)

◊ **Forestry/Wildlife Systems Pathway** (N)
- 02.47100—Basic Agricultural Science
- 03.45100—Forest Science (offered every other year)
- 03.45300—Wildlife Management (offered every other year)

◊ **Animal/Mechanical Systems Pathway** (O)
- 02.47100—Basic Agricultural Science
- 01.42100—Agricultural Mechanics Technology I
- 03.45300—Wildlife Management (EOY)

◊ **Agriculture Leadership in Horticulture Pathway** (N)
- 02.47100—Basic Agricultural Science
- 01.46100 – General Horticulture and Plant Science (EOY)
- 01.41200—Agribusiness Management and Leadership

◊ **Plant and Landscape Systems Pathway** (N)
- 02.47100—Basic Agricultural Science
- 01.46100—General Horticulture and Plant Science (EOY)
- 01.470000—Nursery and Landscape (EOY)

◊ **Agricultural Mechanics Systems Pathway** (O)
- 02.47100—Basic Agricultural Science
- 01.42100—Agricultural Mechanics Technology I
- 01.42200—Agricultural Mechanics Technology II

◊ **Forestry & Animal Science Pathway** (N)
- 02.47100—Basic Agricultural Science
- 03.45100—Forest Science (EOY)
- 02.42100—Animal Science Technology/Biotechnology

◊ **Agricultural Mechanics and Metal Fabrication Pathway** (O)
- 02.47100—Basic Agricultural Science
- 01.42100—Agricultural Mechanics Technology I
- 01.42400—Agricultural Metals Fabrication

◊ **Plant Mechanical Systems Pathway** (O)
- 02.47100—Basic Agricultural Science
- 01.42100—Agricultural Mechanics Technology I
- 02.44100—Plant Science and Biotech (EOY)

◊ **Food Animal Systems Pathway** (O) 02.47100—Basic Agricultural Science 02.42100—Animal Science Technology/Biotech. (EOY) 01.43200—Agricultural Animal Prod. & Management (EOY)	◊ **Agricultural Leadership in Plant Science** (O) 02.47100—Basic Agricultural Science 02.44100—Plant Science and Biotech (EOY) 01.41200—Agribusiness Management and Leadership
Arts, A/V Technology, and Communication Career Cluster Career/Technical Student Organization SkillsUSA	Education and Training Career Cluster Career/Technical Student Organization FCCLA
◊ **Graphic Design Pathway** (N) 48.56100—Introduction to Graphics & Design 48.46200—Graphic Design & Production 48.52800—Advanced Graphic Design	◊ **Early Childhood Care and Education Pathway II** (N, O) 20.52810—Early Childhood Education I 20.42400—Early Childhood Education II 20.42600—Early Childhood Education Practicum
Finance Career Cluster Career/Technical Student Organization FBLA·ΦBA	Health Science Career Cluster Career/Technical Student Organization hosa future health professionals
◊ **Business Accounting Pathway (O)** 07.44130—Introduction to Business & Technology 07.42600—Financial Literacy 07.41100—Principles of Accounting I ◊ **Advanced Accounting Pathway (O)** 07.44130—Introduction to Business & Technology 07.41100—Principles of Accounting I 07.41200—Principles of Accounting II ◊ **Financial Services Pathway (N)** 07.44130—Introduction to Business & Technology 07.42600—Financial Literacy 07.43100—Banking & Investing	◊ **Therapeutic Services/Exercise Physiology (N, O)** 25.52100—Introduction to Healthcare Science 25.44000—Essentials of Healthcare 25.45400—Fundamentals of Exercise Physiology ◊ **Therapeutic Services/Allied Health & Medicine Pathway (N, O)** 25.52100—Introduction to Healthcare Science 25.44000—Essentials of Healthcare 25.43700—Allied Health and Medicine ◊ **Biotechnology Research and Development (O)** 25.52100—Introduction to Healthcare Science 25.57000 – Essentials of Biotechnology 25.56900 – Applications of Biotechnology

Information Technology Career Cluster Career/Technical Student Organization 	Marketing Career Cluster Career/Technical Student Organization 
◊ **Computer Science Pathway (N, O)** 11.41500—Introduction to Digital Technology 11.47100—Computer Science Principles OR 11.01900—Advanced Placement Computer Science Principles 11.01600—Advanced Placement Computer Science ◊ **Cloud Computing Pathway (N)** 11.41500—Introduction to Digital Technology 11.47100—Computer Science Principles OR 11.01900—Advanced Placement Computer Science Principles 11.44700—Cloud Computing	◊ **Marketing & Management Pathway (O)** 08.47400—Marketing Principles 08.44100—Marketing and Entrepreneurship 08.44200—Marketing Management
Science, Technology, Engineering, and Mathematics Career Cluster Career/Technical Student Organization 	
◊ **Engineering and Technology Pathway (N, O)** 21.42500 – Foundations of Engineering and Technology 21.47100 – Engineering Concepts 21.47200 – Engineering Applications	

OCS Career Related Education
(Work-Based Learning Opportunities)

What is Career Related Education?

Career Related Education is an umbrella of activities designed to facilitate the transition from school to career. These activities include Career Awareness, Career Exploration, Instructional Activities, Connecting Activities and finally culminating in a work-based learning experience when appropriate.

Work-Based Learning Opportunities

The Work Based Learning program in Oconee County is designed for juniors and seniors who have a specific career focus or an interest in a particular career pathway. Students go to school for part of the day and for the remainder of the day, students work at an approved work-site. This program will give students the opportunity to work alongside professionals in their chosen career field. Students are required to provide their own transportation to and from the worksite and work under the supervision of a workplace mentor as well as the school's Work-Based Learning Coordinator.

Class Credit for Work-Based Learning

Credit is issued for 1.0, 2.0, and 3.0 Carnegie units per semester based on the individual student's assessed performance. Generally, the amount of work release time has a bearing on the total credit that can be earned:

1 block of release time	Minimum of 7.5 hours week	**1.0 unit**
2 blocks of release time	Minimum of 15 hours week	**2.0 units**
3 blocks of release time	Minimum of 22.5 hours week	**3.0 units**

In order to be considered for the Work-Based Learning program, students must first inform their counselor of their interest and meet the following requirements:

- Two or more courses taken within a specific Career Pathway
- Completed application for enrollment
- 90% Attendance Record
- Acceptable Discipline Record
- Overall 80% or better numerical grade average
- Three Letters of Recommendation
- Application and Interview with WBL Coordinator for approval

Additionally, student workers must: ● Progress successfully through an approved training plan ● Receive positive evaluations for job performance and work ethics ● Complete assignments required by the coordinator related to ● program and career experiences ● Comply with all the rules and regulations dictated by the program	**Once approved, students must:** ● Be selected and hired by an employer/mentor ● Meet weekly work-hour requirement with documentation records ● Maintain acceptable academic, attendance, and discipline record ● Maintain acceptable work-site performance ● Complete Work-Based Learning assignments ● Be committed to postsecondary education guidance ● Maintain communication with coordinator throughout participation

Dual Enrollment

Dual Enrollment Program Information

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

Additional information regarding Dual Enrollment can be found at the following link: Dual Enrollment Students interested in participating in dual enrollment can contact his/her high school counselor.

Articulated Credit

High school students enrolled in a high school with which a Technical College has articulation agreements are eligible for credit by examination and/or performance assessment which results in joint review and course articulation.

High school students may seek credit for both statewide and locally articulated courses. Students who achieve minimum grades of 70 in the related courses at the high school level are eligible to attempt to earn Technical College credit by examinations. Those who make grades of C (70) or higher on the exemption examinations may receive college credit for the courses. Students should talk with their counselors and CTAE teachers to learn what courses may be articulated and how to sign up for exemption exams during their junior or senior year

CTAE Course Descriptions

The following are course descriptions of courses that have been approved to teach in Oconee County Schools. Courses listed may or may not be taught each year. To know the courses that will be taught in a given year, refer to the course offering list for each high school in Oconee County. The course offering lists are located on the individual high school's registration websites.

Course Number	Course Name	Grade Level	Course Description	Prerequisites	Who Signs for Course
02.47100	Basic Agriculture Science	9-12	This course is designed as the foundational course for all Agriculture, Food & Natural Resources pathways. It 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. This course is the prerequisite for all agriculture pathways and is intended for students in grades 9-10.	None	Agriculture teacher
02.42100	Animal Science Tech/Biotech	10-12	This course introduces students to the scientific principles that underlie the breeding and husbandry of agricultural animals, and the production, processing, and distribution of agricultural animal products. Introduces scientific principles applied to the animal industry; covers reproduction, production technology, processing, and distribution of agricultural animal products. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.	Successful completion of Biology	Agriculture teacher
02.42400	Veterinary Science	10-12	The agricultural education course in veterinary science covers the basics of animal care. Topics covered include disease, parasites, feeding, shelter, grooming, and general animal care. The target population is career preparatory students desiring to continue education after high school or to enter the workforce after graduation from high school. College preparatory students benefit from the course as an elective if they plan to enter college and purse a degree to enter the veterinary	Basic Ag Science and Animal Science	Agriculture teacher

			profession. This course allows students entering the workforce after graduation from high school to develop entry-level skills to become employed and to continue education on the job.		
01.46100	General Horticulture and Plant Science	9-12	This course introduces the major concepts of plant and horticulture science. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.	Basic Ag Science and Technology recommended	Agriculture teacher
02.44100	Plant Science and Biotechnology	9-12	This course introduces students to the scientific theories, principles, and practices involved in the production and management of plants for food, feed, fiber, conservation and ornamental use. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.	Basic Ag Science	Agriculture teacher
01.47000	Nursery and Landscape	10-12	This course is designed to provide students with the basic skills and knowledge utilized by the green industry in nursery production and management and landscape design and management. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.	Basic Agriculture Science and Technology and General Horticulture recommended	Agriculture teacher
01.42100	Agriculture Mechanics Technology I	10-12	This laboratory course is designed to provide students with introductory level experiences in selected major areas of agricultural mechanics technology which may include small engine maintenance and repair, metal fabrication, woodworking, electrical wiring, and maintenance of agricultural machinery, equipment, and tractors. Learning activities include information, skill development, and problem solving. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.	Basic Agriculture Science and Technology recommended	Agriculture teacher
01.42200	Agriculture Mechanics Technology II	10-12	The goal of this laboratory course is to offer students intermediate level experiences in selected major areas of agricultural mechanics technology which may include small engine maintenance and repair, metal fabrication, concrete construction, building construction,	Basic Agriculture Science and	Agriculture teacher

			plumbing, electrical wiring, soil and water conservation, and maintenance of agricultural machinery, equipment and tractors. Learning activities include information, skill development, and problem solving. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.	Technology recommended	
03.45100	Forest Science	9-12	This course provides entry-level skills for employment in the forest industry and for further study. The course covers establishing forests by natural and artificial means, maintaining and surveying forests, identifying and protecting trees, practicing silviculture, measuring trees and land, mapping, preparing for timber sales and harvest, employing multiple-use resource management, keeping records, and figuring taxes. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.	Basic Agriculture Science and Technology recommended	Agriculture teacher
03.45300	Wildlife Management	10-12	This course introduces students to the principles of wildlife management and conservation and to opportunities for further education and careers in the field of wildlife biology. The course includes instruction in the history of wildlife management, ecological concepts, habitat assessment, habitat management techniques for wildlife, population dynamics, predator-prey relationships, wildlife species biology and identification, human-wildlife conflict resolution, the role of hunting in conservation, game and fish laws and regulations, hunter's safety, and the application of scientific principles to managing wildlife habitat and populations. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.	Basic Agriculture Science and Technology recommended	Agriculture teacher
03.41100	Natural Resources Management	10-12	This course introduces conservation management and maintenance of natural resources and good stewardship of air, soil, water, land, fish, and wildlife resources for economic, recreation, and health purposes. Classroom and laboratory activities are supplemented through	Basic Agriculture Science and Technology recommended	Agriculture teacher

			supervised agricultural experiences and leadership programs and activities.		
01.41200	Agribusiness Management and Leadership (AG-AML)	10 - 12	The Agribusiness Management and Leadership course provides a foundation for students interested in pursuing a degree in agribusiness through post-secondary study or to enter the agribusiness industry upon graduation from high school. The student will demonstrate competence in the application of principles and practices of agribusiness management and leadership. The course will help students build a strong knowledge base of the agribusiness industry as they study agribusiness types, business management, financial analysis, communications, agricultural law, leadership and teamwork, ethics, and agricultural economics. Mastery of these standards through project-based learning and leadership development activities in the FFA and supervised agricultural experience program will help prepare students for post-secondary study or entry into agribusiness.	Basic Agriculture Science and Technology recommended	Agriculture Teacher
01.42400	Agricultural Metal Fabrications	10-12	This course is designed to provide students with a more in-depth study of agricultural metal fabrication. Students interested in agricultural mechanics will have the opportunity to explore the many career possibilities in the field of agricultural metal fabrication. Additionally, hands-on-laboratory activities enhance the classroom learning experience and provide students with the skills needed to participate in Supervised Agricultural Experience Programs and FFA Career Development Events.	Basic Agriculture Science and Technology recommended	Agriculture Teacher
48.56100	Introduction to Graphics and Design	9-12	This course is designed as the foundational course for both the Graphics Production and Graphics Design pathways. The Graphics and Design course provides students with the processes involved in the technologies of printing, publishing, packaging, electronic imaging, and their allied industries. In addition, the Graphics and Design course offers a range of cognitive skills, aesthetics, and crafts that includes typography, visual arts, and page layout.	None	Graphics teacher

48.56200	Graphic Design and Production	10-12	This course focuses on the procedures commonly used in the graphic communication and design industries. Students will gain experience in creative problem solving and the practical implementation of those solutions across multiple areas of graphic communications.	Introduction to Graphics and Design	Graphics teacher
48.52800	Advanced Graphic Design	10-12	Students will continue to explore the principles of design and layout procedures as they relate to graphic design. Content will cover electronic systems and software programs used in graphic design, page composition, image conversion, and digital printing. Knowledge and skills in digital design and imaging will be enhanced through experiences that simulate the graphic design industry and school-based and work-based learning opportunities.	Graphic Design and Production	Graphics teacher
07.44130	Introduction to Business and Technology	9-12	Introduction to Business & Technology is the foundational course for Business & Technology, Entrepreneurship, and Human Resources Management pathways. The course is designed for high school students as a gateway to the career pathways above, and provides an overview of business and technology skills required for today's business environment. Knowledge of business principles, the impact of financial decisions, and technology proficiencies demanded by business combine to establish the elements of this course. Emphasis is placed on developing proficient fundamental computer skills required for all career pathways. Students will learn essentials for working in a business environment, managing a business, and owning a business. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Students will not only understand the concepts, but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry.	None	Business & Computer Science teacher
07.42600	Financial Literacy	9-12	Students need to be informed about their financial responsibilities today and to prepare for the real choices ahead. In this course they will learn about career decisions, money management, financial security, credit	Introduction to Business Technology	Business & Computer

			management, resource management, risk management, and consumer rights and responsibilities. Business partnerships with financial companies, guest speakers, field trips, and work-based learning activities can be incorporated in this course. Mastery of these standards through project-based learning and leadership development activities of Future Business Leaders of America (FBLA) will help prepare students with a competitive edge for the global marketplace.		Science teacher
07.41100	Principles of Accounting I	10-12	Students perform accounting activities for sole proprietorships and corporations following generally accepted accounting procedures. Students analyze business transactions and financial statements, perform payroll, examine the global perspective of accounting, and evaluate the effects of transactions on the economic health of a business.	None	Business & Computer Science teacher
07.41200	Principles of Accounting II	10-12	Building on the foundation knowledge acquired in Principles of Accounting I, students will extend their skills and knowledge in accounting. By performing accounting activities for various business entities following Generally-Accepted Accounting Procedures, students will apply their skills and knowledge in applicable format. Uncollectible accounts, plant assets, inventory, notes payable and receivable, prepaid and accrued expenses, and unearned and accrued revenues are analyzed and related adjustments are calculated. Students will apply managerial accounting techniques	Principles of Accounting I	Business & Computer Science teacher
07.43100	Banking, Investing, and Insurance	10-12	Explore the financial world as students dive into the main areas of financial services, including banking, investing, and insurance. Basics of banking and credit include a brief history of money and banking, negotiable instruments, creation of credit, and the function of banks. Methods for measuring the financial performance of financial institutions are analyzed. Students will be introduced to a variety of investment options and learn to determine the appropriate options for an investment goal. By analyzing financial reports and employing other tools to predict growth rates and return on investment, students will develop strategies to produce financial growth strategies for a business.	Financial Literacy	Business & Computer Science teacher

			Through projects, students will determine the risks faced by individuals and businesses and decide on the proper risk management techniques to mitigate those risks. Investigating 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 involved in 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 this course. Concepts of this course will be enhanced by business partnerships with community financial institutions, investment firms, insurance companies, stock market simulations, guest speakers, virtual experiences, technology and field trips. Various forms of technologies and internet research will be highlighted to expose students to the resources in the financial industry. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of the employability skills standard for this course. Banking, Investing, and Insurance is the final course in the Financial Services pathway in the Finance Cluster. Students enrolled in this course should have successfully completed Introduction to Business and Technology and Financial Literacy. After mastery of the standards in this course, students should be prepared to earn an industry-recognized credential in this career area.		
11.44600	Introduction to Software Technology	9-12	Introduction to Software Technology is the foundational course for Cloud Computing, Computer Science, Game Design, Internet of Things, Programming, Web and Digital Design, and Web Development pathways. This course is designed for high school students to understand, communicate, and adapt to a digital world as it impacts their personal life, society, and the business world. Exposure to foundational knowledge in programming languages, software development, app creation, and user interfacing applications are all taught in a computer lab with hands-on activities and project-focused tasks. Students will not	None	Business & Computer Science teacher

			only understand the concepts but apply their knowledge to situations and defend their actions, decisions, and/or choices through the knowledge and skills acquired in this course. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organizations are integral components of both the employability skills standards and content standards for this course. Various forms of technologies will be highlighted to expose students to the emerging technologies impacting the digital world. Professional communication skills and practices, problem solving, ethical and legal issues, and the impact of effective presentation skills are taught in this course as a foundational knowledge to prepare students to be college and career ready. The knowledge and skills taught in this course build upon each other to form a comprehensive introduction to the digital world.		
11.47100	Computer Science Principles	10-12	**Meets fourth science requirement or fourth mathematics or world language requirement; Two computer science courses from the same pathway will satisfy two years of sequenced foreign language courses.** This course emphasizes the content, practices, thinking and skills central to the disciplines of computer science. Through both its content pedagogy, this course aims to appeal to a broad audience. The focus of this course will fall into these computational thinking practices: connecting computing, developing computational artifacts, abstracting, analyzing problems and artifacts, communicating, and collaborating.	Introduction to Software Technology	Business & Computer Science teacher
11.44700	Cloud Computing	10-12	The Cloud Computing course is intended for students who seek an overall understanding of cloud computing, independent of specific technical roles, cloud concepts, core services, security, architecture, and support. Students dive deeply into cloud computing best practices and learn how cloud computing helps users develop a global infrastructure to support use case at scale while also developing and inventing innovative technologies. Innovation through cloud computing is making a major impact in nearly every industry, including healthcare, finance, manufacturing, government, and nonprofit. The global public cloud	Successful completion of Computer Science Principles or AP Computer Science Principles	Business & Computer Science teacher

			computing market has consistently grown 15 percent year after year and is projected to continue to grow annually. This course utilizes hands-on practical lab activities to explore and build cloud technologies. Students will not only understand the concepts but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organizations are integral components of both the employability skills standards and content standards for this course. Various forms of technologies will be highlighted to expose students to the emerging technologies impacting the digital world. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are taught in this course as a foundational knowledge to prepare students to be college and career ready. The knowledge and skills taught in this course build upon each other to form a comprehensive introduction to the digital world.		
11.01600	Advanced Placement Computer Science A	10-12	**Meets fourth science or fourth mathematics or world language requirement; Two computer science courses from the same pathway will satisfy two years of sequenced foreign language courses.** Advanced Placement Computer Science A is an introductory course in computer science. A large part of the course is built around the development of computer programs or parts of programs that correctly solve a given problem. The course also emphasizes the design issues that make programs understandable, adaptable, and when appropriate, reusable. Other topics to be studied include the development and analysis of algorithms, the development and use of fundamental data structures, and the study of standard algorithms and typical applications. In addition, an understanding of the basic hardware and software components of computer systems and the responsible use of these systems are integral parts of the course. Students taking this course are required to take the AP Exam in May. This course meets the HOPE Rigor requirement.	Successful completion of Computer Science Principles or AP Computer Science Principles	Most recent Math, Science, CTAE Business, or CS Pathway teacher

11.01900	AP Computer Science Principles	10 -12	**Meets fourth science or fourth mathematics or world language requirement; Two computer science courses from the same pathway will satisfy two years of sequenced foreign language courses.** Advanced Placement Computer Science Principles emphasizes the content, practices, thinking and skills central to the discipline of computer science. The focus of this course will fall into these computational thinking practices: connecting computing, developing computational artifacts, abstracting, analyzing problems and artifacts, communicating, and collaborating. Course meets fourth science, or fourth mathematics, or world language requirement; Two computer science courses from the same pathway will satisfy two years of sequential foreign language courses.	Successful completion of Computer Science Principles or AP Computer Science Principles	Most recent Math, Science, CTAE Business, or CS Pathway teacher
20.52810	Early Childhood Education I	9-12	The Early Childhood Education I course is the foundational course under the Early Childhood Care & Education pathway and prepares the student for employment in early childhood education and services. The course addresses the knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development of infants and children.	None	Family and Consumer Sciences teacher
20.42400	Early Childhood Education II	11-12	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 organizations will provide students with a competitive edge for either entry into the education	ECE I; Application Process	Family and Consumer Sciences teacher

			global marketplace and/or the post-secondary institution of their choice when continuing their education and training.		
20.42600	Early Childhood Education Practicum	11-12	The practicum offers a candidate in the Early Childhood Education career pathway a field experience under the direct supervision of a certified early childhood educator (mentor). This field experience may be used as partial requirements for the candidate to earn the nationally recognized CDA credential. The practicum stresses observing, analyzing, and classifying activities of the mentor and comparing personal traits with those of successful early childhood educators. 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.	ECE II; application process	Family and Consumer Sciences teacher
21.42500	Foundations of Engineering and Technology	9-12	Foundations of Engineering and Technology is the introductory course for all Georgia Engineering and Technology Education pathways. This course provides students with opportunities to develop fundamental technological literacy as they learn about the history, systems, and processes of invention and innovation.	None	Engineering teacher
21.47100	Engineering Concepts	9-12	Engineering Concepts is second course in the engineering pathway. This course introduces students to the fundamental principles of engineering. Students learn about areas of specialization within engineering and engineering design, and apply engineering tools and procedures as they complete hands-on instructional activities.	Successful Completion of Foundations of Engineering and Tech.	Engineering teacher
21.47200	Engineering Applications	10-12	Engineering Applications is the third course in the engineering pathway. Students have opportunities to apply engineering design as they develop a solution for a technological problem. Students use applications of mathematics and science to predict the success of an engineered solution and complete hands-on activities with tools, materials, and processes as they develop a working drawings and prototypes.	Successful Completion of Engineering Concepts	Engineering teacher

25.52100	Introduction to Healthcare Science	9-12	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 Industry. The course will enable students to receive initial exposure to 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. 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) and Center for Disease Control (CDC).	None	Healthcare Science teacher
25.44000	Essentials of Healthcare	10-12	Anatomy and Physiology is a vital part of most healthcare post-secondary education programs. The Essentials of Healthcare is a medical-focused anatomy course addressing the physiology of each body system, along with the investigation of common diseases, disorders and emerging diseases. The prevention of disease and the diagnosis and treatment that might be utilized are addressed, along with medical terminology related to each system. This course provides an opportunity to demonstrate technical skills that enforce the goal of helping students make connections between medical procedures and the pathophysiology of diseases and disorders. *** Students will receive a second course credit in Human Anatomy and Physiology upon successful completion of Essentials of Healthcare Science. The Human Anatomy and Physiology credit will count as an academic course and the student will receive the same grade he or she made in Essentials of Healthcare.**	Introduction to Healthcare Science	Healthcare Science teacher
25.43700	Allied Health and Medicine	10-12	This course is designed to offer students the opportunity to become effective and efficient multi-skilled healthcare providers as they develop a working knowledge of various allied health opportunities. Students focusing on a career path in the healthcare field may apply	Essentials of Healthcare	Healthcare Science teacher

			classroom/lab knowledge and skills in the clinical setting as they participate in direct or simulated client care. Students in Allied Health and Medicine will create an electronic portfolio to showcase their coursework, competency in patient skills, and their capstone project. This portfolio will continue to be accessible to students after the course is complete.		
25.45400	Fundamentals of Exercise Physiology	10-12	The course will enable students to perform fitness assessments, according to current guidelines, and to use data to develop exercise and training routines, fitness plans, and nutritional programs to fit the needs of clients. The concepts of human kinesiology will be evaluated and fundamental skills of goal setting, record keeping, and instruction techniques will be covered in the course. Proficiency in using and teaching others to use various types of exercise equipment and stretching techniques will be developed. Personal, professional, and ethical skills, as well as the guidelines, and safety practices required within the field of personal training, will be learned and practiced. The ability to create routines and programs for fitness to meet the needs of the general population and to meet the special needs of targeted groups of individuals will be developed	Essentials of Healthcare	Healthcare Science Teacher
25.45000	Emergency Medical Responder	11-12	The Emergency Medical Responder (EMR) course prepares the student to provide initial stabilizing care to the sick or injured prior to the arrival of Emergency Medical Services Professionals (EMS), and to assist EMS personnel in transporting patients for definitive care at an appropriate hospital/facility. Major areas of instruction include Introductory Medical Terminology and Anatomy & Physiology; Responder Safety; Incident Command; Blood-borne Pathogen Training; Basic Physical Assessment; and Treatment of Trauma and Medical Emergencies; Cardiopulmonary Resuscitation and the use of Automatic External Defibrillators (AEDs). The course is a blend of lecture, hands on lab/learning, and practical scenario-based learning/testing. The course will include Healthcare Provider CPR/AED Certification from a Nationally-Recognized Body (American Heart Association or	Essentials of Healthcare	Healthcare Science teacher

			Red Cross, etc.). If this course is also approved by the Georgia State Office of Emergency Medical Services and Trauma (SOEMST), successful completion will allow the student to be eligible to take the National Registry of Emergency Medical Technicians (NREMT) Emergency Medical Responder (EMR) certification. Topics include: Preparatory; Anatomy and Physiology; Medical Terminology; Pathophysiology; Life Span Development; Public Health; Pharmacology; Airway; Management; Respiration and Artificial Ventilation; Assessment; Medicine; Shock and Resuscitation; Trauma; Special Patient Populations; EMS Operations; and Integration of Patient Assessment and Management.		
25.57000	Essentials of Biotechnology	10-12	This is the second course in the career pathway that introduces students to the broad understanding of the fundamentals of biotechnology and the impact on society. The knowledge and skills in this course provide a basic overview of current trends and careers in biotechnology, with an emphasis on basic laboratory skills, along with the business, regulatory, and ethical aspects of biotechnology. The prerequisite for the course is Introduction to Healthcare Science Technology.	Intro to Healthcare Science	Healthcare or Science teacher
25.56900	Applications of Biotechnology HS-ABT	10-12	This course further introduces students to the fundamentals of biotechnology. Included in this course are additional techniques in biotechnology. Additionally, a deeper level of laboratory safety and applications in biotechnology is emphasized. The knowledge and skills gained in this course will provide students with a greater understanding of biotechnology and prepare students for skill application in a workplace setting.	Essentials of Biotechnology	Healthcare or Science teacher
08.47400	Marketing Principles	9-12	Marketing Principles is the foundational course for the Marketing and Management, Fashion Merchandising and Buying, Sports and Entertainment marketing, and Marketing Communications and Promotion Pathways. Marketing Principles addresses all the ways in which marketing satisfies consumer and business needs and wants for products and services. Students develop a basic understanding of	None	Marketing teacher

			Employability, Foundational and Business Administration skills, Economics, Entrepreneurship, Financial Analysis, Human Resources Management, Information Management, Marketing, Operations, Professional Development, Strategic Management, and Global Marketing strategies.		
08.44100	Marketing and Entrepreneurship	10-12	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.	Successful completion of Marketing Principles	Marketing teacher
08.44200	Marketing Management	11-12	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	Successful completion of Entrepreneur-s hip	Marketing teacher

			Enterprise. The prerequisite for this course is Marketing and Entrepreneurship.		
	Work-Based Learning	11-12	See Career Related Education	Application process and WBL Coordinator approval	Amy Frutiger, WBL Coordinator

MS Course Descriptions

English Language Arts

Course Number	Course Name	Grade Level	Course Description
23.01100	Language Arts/Grade 6	6	Sixth grade Language Arts standards include reading texts (informational and literary), writing (argumentative, informational/explanatory, and narrative), speaking and listening, and language.

23.01200	Language Arts/Grade 7	7	Seventh grade Language Arts standards include reading texts (informational and literary), writing (argumentative, informational/explanatory, and narrative), speaking and listening, and language.
23.01300	Language Arts/Grade 8	8	Eighth grade Language Arts standards include reading texts (informational and literary), writing (argumentative, informational/explanatory, and narrative), speaking and listening, and language.

Math

Course Number	Course Name	Grade Level	Course Description
27.02100	Mathematics/ Grade 6	6	In Grade 6, instructional time should regularly incorporate the 8 Mathematical Practices, the Framework for Statistical Reasoning, and the Mathematical Modeling Framework through three big ideas of content: (1) numerical reasoning, (2) patterning and algebraic reasoning, and (3) geometric and spatial reasoning. The fundamental purpose of Grade 6 mathematics is to formalize and extend the mathematics that students learned in the previous grades. The Mathematical Practices, Mathematical Modeling Framework and Framework for Statistical Reasoning apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.
27.02200	Mathematics/ Grade 7	7	In Grade 7, instructional time should regularly incorporate the 8 Mathematical Practices, the Framework for Statistical Reasoning, and the Mathematical Modeling Framework

			through four big ideas of content: (1) numerical reasoning, (2) probability reasoning, (3) patterning and algebraic reasoning, and (4) geometric and spatial reasoning. The fundamental purpose of Grade 7 mathematics is to formalize and extend the mathematics that students learned in the previous grades. Seventh grade standards use algebra to deepen and extend understanding of geometric knowledge from prior grades. The Mathematical Practices, Mathematical Modeling Framework and Framework for Statistical Reasoning apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.
27.02300	Mathematics/ Grade 8	8	In Grade 8, instructional time should regularly incorporate the 8 Mathematical Practices, the Framework for Statistical Reasoning, and the Mathematical Modeling Framework through four big ideas of content: (1) numerical reasoning, (2) functional & graphical reasoning, (3) patterning and algebraic reasoning, and (4) geometric and spatial reasoning. Much of the Grade 8 mathematics curriculum focuses on functions and linear relationships as building blocks to algebra and geometry. In this course, students will create, interpret, solve, and graph linear equations and inequalities in one variable, analyze the connections between proportional and non-proportional lines and equations, extend their knowledge of numerical reasoning and real numbers to include irrational numbers, develop an understanding of the properties of exponents, perform operations with numbers expressed in scientific notation, apply their geometric and spatial reasoning to interpret and solve problems involving the Pythagorean Theorem.
27.02100	Mathematics | Enhanced Honors	6	In Enhanced Honors 6, instructional time should regularly incorporate the 8 Mathematical Practices, the Framework for Statistical Reasoning, and the Mathematical Modeling Framework through three big ideas of content: (1) numerical reasoning, (2) patterning and algebraic reasoning, and (3) geometric and spatial reasoning. The fundamental purpose of Grade 6 mathematics is to formalize and extend the mathematics that students learned in the previous grades. The Mathematical Practices, Mathematical Modeling Framework and Framework for Statistical Reasoning apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Students will be introduced to key concepts in the Grade 7 Mathematics course.
27.02200	Mathematics | Enhanced Honors	7	In Enhanced Honors 7, instructional time should regularly incorporate the 8 Mathematical Practices, the Framework for Statistical Reasoning, and the Mathematical Modeling Framework through four big ideas of content: (1) numerical reasoning, (2) probability

			reasoning, (3) patterning and algebraic reasoning, and (4) geometric and spatial reasoning. The fundamental purpose of Grade 7 mathematics is to formalize and extend the mathematics that students learned in the previous grades. Seventh grade standards use algebra to deepen and extend understanding of geometric knowledge from prior grades. The Mathematical Practices, Mathematical Modeling Framework and Framework for Statistical Reasoning apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Students will be introduced to key concepts in the Grade 8 Mathematics course.
27.09110	Enhanced Algebra:Concepts and Connections	8	Students who have successfully completed 27.02200 (Mathematics/Grade 7) can take this course in lieu of 27.2300 (Mathematics/Grade 8). The Enhanced Algebra: Concepts and Connections course includes a thoughtful blend of Grade 8 Mathematics content and Algebra: Concepts & Connections content, thus is an approved high school credit-bearing course, equivalent to 27.08110 - Algebra: Concepts & Connections. In Enhanced Algebra: Concepts & Connections, instructional time should regularly incorporate the 8 Mathematical Practices, the Framework for Statistical Reasoning, and the Mathematical Modeling Framework through six big ideas of content: (1) mathematical modeling, (2) numerical reasoning, (3) functional & graphical reasoning, (4) patterning and algebraic reasoning, (5) data and statistical reasoning and (6) geometric and spatial reasoning. In this course, students will create, interpret, solve, and graph linear equations and inequalities in one variable and nonlinear (quadratic and exponential) equations and functions. Students will interpret quadratic and exponential expressions. Students will continue to enhance their algebraic reasoning skills when analyzing and applying a deep understanding of systems of linear inequalities and sums and products of rational and irrational numbers. Students will apply their algebraic and geometric reasoning skills to make sense of problems involving distance, midpoint, slope, area, perimeter, and statistical reasoning.

Science

Course Number	Course Name	Grade Level	Course Description
40.06100	Science Grade 6	6	6th grade science standards cover Earth Science. The course is designed to give all students an overview of common strands in earth science including, but not limited to, meteorology, geology, astronomy, oceanography, resources, and human impact on the earth.
26.01100	Science Grade 7	7	7th grade science addresses life science. The students will study ecology, classification, cells, and organization of life, heredity, and evidence of evolution.
40.01100	Physical Science (high school course)	8	Physical Science is designed as a survey course of chemistry and physics. This curriculum includes the more abstract concepts such as the conceptualization of the structure of atoms, motion and forces, and the conservation of energy and matter, the action/reaction principle, and wave behavior. Students investigate physical science concepts through experience in laboratories and field work using the processes of inquiry.

Social Studies

Course Number	Course Name	Grade Level	Course Description
45.00700	Social Studies/ Grade 6	6	Sixth grade is the first in a two World Area Studies course. Sixth graders study Latin America, Canada, Europe, and Australia. Each unit focuses on enduring understandings in geography, government, economics, and history for each country.
45.00800	Social Studies/ Grade 7	7	7th grade social studies addresses the study of Africa, Southwest Asia (Middle East), Southern and Eastern Asia. Within each unit of study, students will learn enduring understandings in the areas of geography, government, economics, and history. These enduring understandings are taught throughout the social studies curriculum at every grade level.
45.00900	Georgia Studies/ Grade 8	8	8th grade social studies students study Georgia geography, history, government, and economics. While the four strands are interwoven, ample opportunity is also provided for in-depth study of the geography of Georgia and the government of Georgia. U.S. historical events are included, as appropriate, to ensure students understand Georgia's role in the history of the United States.

World Language

Course Number	Course Name	Grade Level	Course Description
60.06700	Spanish/Grade 6	6	The Connections language course focuses on the introduction 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 no prior knowledge of the language and culture.
60.06800	Spanish/Grade 7	7	The Connections language course focuses on the introduction of communicative competence in the target language and understanding of the culture(s) of the people who speak the language.
60.06900	Spanish/Grade 8	8	The Connections language course focuses on the introduction of communicative competence in the target language and understanding of the culture(s) of the people who speak the language.
60.07100	Spanish I for HS Credit	8	Spanish I introduces the Spanish language; emphasizes listening, speaking, reading and writing skills. This course covers how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to develop an understanding of Spanish culture. Upon successful completion of this course, students will receive a high school credit for Spanish I.

Health and Physical Education

Course Number	Course Name	Grade Level	Course Description
17.00700	Health/ Grade 6	6	Students in sixth grade generate and choose positive alternatives to risky behaviors. They use skills to resist peer pressure and manage stress and anxiety. Students are able to relate health choices (e.g., nutritional, physical activity) to alertness, feelings, and performance at school or during physical activity. Students exhibit a healthy lifestyle, interpret health information, and promote good health.
17.00800	Health/ Grade 7	7	Students in seventh grade understand the origins and causes of diseases, including the relationship between family history and certain health risks. They begin to relate short- and long-term consequences of health choices and apply health skills to specific personal, family, and community health concerns. Students can discern relationships among all components of health and wellness and knowledgeably use consumer information.
17.00900	Health/ Grade 8	8	Students in eighth grade integrate a variety of health concepts, skills, and behaviors to plan for their personal health goals. These include prevention of disease and chemical addiction

			for the promotion of a healthy lifestyle. Students demonstrate confidence in their knowledge and skills. They see themselves as having a role in creating a healthy lifestyle for themselves as individuals, for their families, and for the larger community. These students will engage in promoting health in their community.
36.00700	Physical Education/ Grade 6	6	See standards here.
36.00800	Physical Education/ Grade 7	7	See standards here.
36.00900	Physical Education/ Grade 8	8	See standards here.

Fine Arts

Course Number	Course Name	Grade Level	Course Description
52.01200	Theatre Arts (Grade 7)	7	
52.01300	Theatre Arts (Grade 8)	8	
53.00700	Music, General/ Grade 6	6	The Georgia Performance Standards for middle school general music correlate with the National Music Standards designed for middle school general music instruction. The standards engage middle school learners in performance, creation, critical analysis and investigation, and music's relationship to culture and history. Georgia Performance Standards specify the academic knowledge and skills contemporary learners should acquire through general music instruction. Sequential and developmentally appropriate learning in general music generates understanding, mastery, and life-long appreciation for music in middle school learners. This framework provides students with experiences that connect to high quality, comprehensive education, enhancing their achievement throughout the curriculum. Additionally, students may grow to participate, create, or perform in performing arts activities.
53.00800	Music, General/ Grade 7	7	
53.00900	Music, General/ Grade 8	8	
53.03300	Beginning Band (Grade 6)	6	The 6th Grade Band (Beginning Band) class offers instruction on woodwind, brass, and percussion instruments with a focus on the skills necessary for long-term student success.

			Fundamentals stressed include proper posture and playing position, development of characteristic tone quality and training in music literacy. Assessments include informal pass-offs, graded playing tests, public concert performances, rhythmic dictation, creative writing as it relates to the arts, and written or oral concert reflections. Standards are aligned with the Georgia Performance Standards for Middle School Music/Band. Required public performances include the Fall, Winter, and Spring Band Concerts. Supplemental performance opportunities include the GMEA Solo & Ensemble Performance Evaluation. No audition is required for placement in 6th Grade Band and no prior instrumental skills are required. All that is necessary is the desire and motivation to study a musical instrument.
53.03400	Beginning Band (Grade 7)	7	The 7th Grade Band is for students who already understand basic music reading, instrument assembly and maintenance, correct playing position and sound tone production. Instruction offers continued focus on the refinement of tone quality, technique, aural skills and music literacy. Assessments include informal pass-offs, graded playing tests, public concert performances, rhythmic dictation, creative writing as it relates to the arts, and written or oral concert reflections. Standards are aligned with the Georgia Performance Standards for Middle School Music/Band. Required public performances include the Fall, Winter, and Spring Band Concerts as well as the Georgia Music Educators Association sponsored Large Group Performance Evaluation. Supplemental performance opportunities include the GMEA Solo & Ensemble Performance Evaluation as well as Jazz Band.
53.03500	Beginning Band (Grade 8)	8	The 8th Grade Band is for students who possess an advanced understanding of music reading, instrument assembly and maintenance, correct playing position and sound tone production. Instruction offers continued focus on the refinement of tone quality, technique, aural skills and music literacy. Assessments include informal pass-offs, graded playing tests, public concert performances, rhythmic dictation, creative writing as it relates to the arts, and written or oral concert reflections. Standards are aligned with the Georgia Performance Standards for Middle School Music/Band. Required public performances include the Fall, Winter, and Spring Band Concerts as well as the Georgia Music Educators Association sponsored Large Group Performance Evaluation. Supplemental performance opportunities include the GMEA Solo & Ensemble Performance Evaluation as well as Jazz Band.
53.03610	Beginning Band I (high school course)	8	Georgia Performance Standards for Band are arranged in four categories: Skills and Techniques/ Performance, Creation, Critical Analysis/Investigate, and Cultural and Historical Context. The standards help organize the curriculum into manageable and related units designed to guide the student through valuable musical experiences.

			Band standards are divided into four experience skill levels: Beginning, Intermediate, Advanced and Mastery. Since the time allotment for band class varies across the state, the levels are based on student progress rather than on an academic school year.
54.01300	Beginning Chorus (Grade 6)	6	This performance-based class focuses on learning to use the vocal instrument to create a healthy and pleasing sound. In addition to learning proper vocal production and technique, students learn music reading skills, sight-singing skills, and performance skills. Students sing literature with and without accompaniment in up to three parts. Chorus offers opportunities for students to develop team building and leadership skills. Participation in concert performances outside of regular class hours is required.
54.01400	Beginning Chorus (Grade 7)	7	This performance-based class focuses on learning to use the vocal instrument to create a healthy and pleasing sound. In addition to learning proper vocal production and technique, students learn music reading skills, sight-singing skills, and performance skills. Students sing literature with and without accompaniment in up to three parts. Chorus offers opportunities for students to develop team building and leadership skills. Participation in concert performances outside of regular class hours is required.
54.02110	Beginning Chorus I (high school course)	8	Study of vocal/choral music includes the cultivation of a beautiful singing tone, aesthetic understanding, the ability to read music with fluency, the polishing of performance skills, responsible rehearsal habits, and the value of collaboration. The ultimate goal of the choral experience is the development of the individual both musically and personally for the lifelong pursuit and enjoyment of music.

Career, Technical and Agriculture Education

Course Number	Course Name	Grade Level	Course Description
02.01200	Exploring Agricultural Education (Grade 6)	6	This course is designed to give students a general understanding of the importance of the agricultural industry. Upon completion of this course students will be able to analyze different aspects of the agricultural industry and how it affects their daily lives. Students will have a working knowledge of American agricultural history, Georgia agriculture, and the significance of the agricultural education program. Students will be aware of the various career opportunities in the agriculture industry.
02.01300	Exploring Agricultural Education (Grade 7)	7	This course is designed to introduce students to the vast opportunities available in Agricultural Education. Students will be given the opportunity to learn how agriculture and agribusiness affects their daily lives. Students will also have the opportunity to participate in FFA activities. Upon completion of this course students will be able to analyze different aspects of the agricultural industry and how it affects their daily lives. Students will have a working knowledge of Georgia agriculture, the National FFA Organization, and the significance of the agricultural education program. Students will be aware of the various career opportunities in agriscience, forestry and natural resources, and agricultural mechanics.
02.01400	Exploring Agricultural Education (Grade 8)	8	In this course, middle school students will build a knowledge base for the Horticulture/Plant Science Pathway Program of study. The major concepts of plant and horticulture science are introduced. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs. This pre-pathway will also provide a foundation for students to explore career possibilities related to the area of horticulture/plant science. This course will also offer middle school students an introduction for the Forestry/ Natural Resource Pathway Program of study. The major concepts of forestry and natural resources are introduced. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities. This pre-pathway will also provide a foundation for students to explore career possibilities related to the area of forestry and natural resources. Another goal of this course is to provide middle school students with an introduction for the Agriscience Pathway Program of study. The major concepts of agriscience are introduced. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities. This pre-pathway will also provide a foundation for students to explore career possibilities related to the area of agriscience.

11.01100	Foundations of Secure Information Systems (Grade 6)	6	This course will provide an exploratory foundation in information systems, networking, and cybersecurity. It is designed to be taught in a 9-week rotation in 45-minute daily classes. Standards should be taught in the order presented with the exception of Standard 1 being an embedded standard with ongoing learning regarding employability and career opportunities. Through integrated instructional activities, students will have opportunities to apply employability skills and to research possible career options in the information technology area. They will also complete many hands-on activities to build a strong foundation in computer hardware and connectivity. Capstone projects should be incorporated at the completion of all standards as time allows. Students who successfully complete this course will be prepared for the following pathways upon entering high school: Information Support & Services, Networking, and Cybersecurity. This course may be taught in 6th, 7th, or 8th grade.
11.01200	Foundations of Computer Programming (Grade 7)	7	This course will provide an exploratory foundation in computer programming. It is designed to be taught in a 9-week rotation in 45-minute daily classes. Standards should be taught in the order presented with the exception of Standard 1 being an embedded standard with ongoing learning regarding employability and career opportunities. Through integrated instructional activities, students will have opportunities to apply employability skills and to research possible career options in the information technology area. They will also complete many hands-on activities to build a strong foundation in computer coding. Capstone projects should be incorporated at the completion of all standards as time allows. Students who successfully complete this course will be prepared for the following pathways upon entering high school: Internet of Things, Programming, and Computer Science. This course may be taught in 6th, 7th, or 8th grade.
11.01300	Foundations of Interactive Design (Grade 8)	8	This course will provide an exploratory foundation in design and development of websites and games. It is designed to be taught in a 9-week rotation in 45- minute daily classes. Standards should be taught in the order presented with the exception of Standard 1 being an embedded standard with ongoing learning regarding employability and career opportunities. Through integrated instructional activities, students will have opportunities to apply employability skills and to research possible career options in the information technology area. They will also complete many hands-on activities to build a strong foundation in designing interactive programs. Capstone projects should be incorporated at the completion of all standards as time allows. Students who successfully complete this course will be prepared for the following pathways upon entering high school: Web & Digital Design, Web Development, and Game Design. This course may be taught in 6th, 7th, or 8th grade.

20.01100	Family and Consumer Science (Grade 6)	6	In this course, middle school students will experience a variety of activities that will promote self-awareness, leadership, development of skills needed to achieve personal goals relating to family, home, career, and community. Development of leadership skills through participation in the career and technical student organization, FCCLA, will provide students the opportunity to explore possible career pathways.
20.01200	Family and Consumer Science (Grade 7)	7	In this course, middle school students will experience a variety of activities that will promote self-awareness, leadership, development of skills needed to achieve personal goals relating to family, home, career, and community. Development of leadership skills through participation in the career and technical student organization, FCCLA, will provide students the opportunity to explore possible career pathways.
20.01300	Family and Consumer Science (Grade 8)	8	In this course, middle school students will experience a variety of activities that will promote self-awareness, leadership, development of skills needed to achieve personal goals relating to family, home, career, and community. Development of leadership skills through participation in the career and technical student organization, FCCLA, will provide students the opportunity to explore possible career pathways.
32.02100	Career Awareness	6	In this course, middle school students will experience a variety of activities that promote self-awareness, self-management skills, leadership, teamwork, career exploration, and educational planning related to students' future educational and career plans. At the conclusion of this course, students will be able to analyze personal characteristics and apply these characteristics in the career planning process.
32.02200	Career Discovery	7	In this course, middle school students will gain an understanding of career program concentrations and career pathways offerings in Georgia. Students will develop insight in how educational performance enhances career opportunities. Also, students will be exposed to work ethics and societal issues as they relate to educational and career goals.
32.02300	Career Management	8	In this course, middle school students will increase awareness of resources available to support educational and career planning. Students will develop a personalized individual Peach State Pathways Education and Career Plan, explore management skills, and investigate employability skills.

Appendix:
Assessments

STATE-REQUIRED TESTS

Georgia Milestones

The Georgia Milestones Assessment System is designed to provide information about how well students are mastering the state-adopted content standards in the core content areas of language arts, mathematics, science, and social studies. Importantly, Georgia Milestones is designed to provide students with critical information about their own achievement and their readiness for their next level of learning – be it the next grade, the next course, or endeavor (college or career). Informing parents, educators, and the public about how well students are learning important content is an essential aspect of any educational assessment and accountability system.

Students at the high school level will take an end-of-course assessment in the following eight courses:

- Language Arts
  - American Literature and Composition
- Mathematics
  - Algebra: Concepts and Connections
- Science
  - Biology
- Social Studies
  - United States History

Students taking Advanced Placement courses will not be required to take the EOC in that course. Students participating in Dual Enrollment courses associated with an EOC assessment are only required to take Biology EOC. All other EOC courses taken as a Dual Enrollment course will not require an EOC with the exception of the course listed.

Middle school students who are enrolled in one or more of these courses will also take the end-of-course measure. The end-of-course measures are administered at the completion of the course, regardless of the grade level.

Additionally, students in grades 6 through 8 will take an end-of-grade assessment in the content areas of language arts and mathematics. Eighth grade students also take EOGs in social studies and science, as applicable. These tests are administered towards the end of the school year, typically

in April or early May. A middle school student enrolled in an end-of-course class will only be required to take the end-of-course assessment for the high school level course.

End-of-Pathway Assessments (EOPA)

Georgia, like many other Career, Technical and Agricultural Education (CTAE) programs around the nation, has worked to establish a measurement mechanism to ascertain the level of technical skill attainment on behalf of its career pathway completers. Georgia's measurement process has been derived in direct response to the Perkins IV Legislation, which mandates states to implement a valid and reliable assessment model linked directly to industry validated standards.

In meeting this mandate, Oconee County Schools administers End-of-Pathway Assessments to students who complete a career pathway during the year. The purpose of the End-of-Pathway Assessments (EOPAs) is to measure the occupational and technical competencies of individual students and classes and to compare those competencies with state and national norms. This assessment does NOT determine a passing or failing grade for the course. However, it is one instrument of many that helps us to acquire meaningful assessment data and to improve the quality of career and technical education.

Students who meet minimal standards will receive a national Certificate of Completion endorsed by industry. The certificate can be a valuable credential when seeking employment or when qualifying your student for postsecondary credit at a college or university. The number of CTAE pathway completers who earn industry certification is used in determining post high school readiness in the College and Career Ready Performance Index, High School Model Grade 9-12.

COLLEGE ENTRANCE TESTS

Preliminary Scholastic Aptitude Test (PSAT)

WHAT is it?
The PSAT/NMSQT prepares students to take the SAT (Scholastic Aptitude Test) and consists of verbal, mathematics, and writing skills assessments. In the junior year the PSAT serves as the qualifying test for both the National Merit Scholarship and the National Achievement Scholarship Programs.

WHO should take it?
We recommend that all tenth and eleventh grade students planning to attend college take this test. A PSAT score is part of the application process for the Governor's Honors Program and is used for awarding some scholarships. All advanced test-takers need to take the PSAT in the junior year.

WHEN is it given?
In October.

WHERE is it given?
At your school.

HOW do students register?
Full details will be announced each fall. Currently, students see the counseling secretary during lunch, before, or after school to sign up. At present, there is no charge for ninth and tenth graders to take this test. All other students pay the PSAT fee. When students sign up with the counseling secretary to take the test, they receive a booklet containing test-taking tips and a practice test. Students who want more information can visit www.collegeboard.com.

HOW are scores reported?
The scores are returned to the high school. The PSAT/NMSQT and PSAT 10 score-range is 8 to 38, one score for each of the areas—Reading test score, Writing and Language test score, and Math test score. Counselors will give students their individual score reports and the actual test. The students use this information to prepare for the SAT.

HOW is the PSAT used for the National Merit program?
A selection index score is derived from the PSAT scores and identifies the top one-half of one percent of students in each state. These students become National Merit Semi-Finalists and may go through the application process to compete to become finalists. Another high-scoring group of students are recognized as commended students, though they cannot compete for the National Merit scholarship. More information concerning the National Merit Scholarship program is available in the student booklet given at registration time or on-line at www.collegeboard.com .

Scholastic Aptitude Test I (SAT I)

WHAT is it?
The SAT I is a nationally-normed, post-secondary admissions test. All public schools in Georgia accept both the SAT and the ACT. No preference is given to either test. The current SAT has three score areas: critical reading, writing, and math. The critical reading sections contain items in sentence completion and critical reading. The math sections contain items in arithmetic, geometry, algebra, statistics and probability. Questions are presented in the context of application of mathematical knowledge in new situations. The writing section includes a short essay and a multiple-choice question on identifying errors and improving grammar and usage.

WHO should take it?
Students should consult either the specific postsecondary catalog or website (most up-to-date) or use the *College Handbook* to determine if the institution requires a certain admissions test.

WHEN is it given?
Specific dates for every year are published in the prior school year. Consult the registration booklet or the College Board website (www.collegeboard.com) for exact dates.

HOW do students register?
Students may register online with a credit card (www.collegeboard.com) or pick up a registration booklet and a practice test in the counseling office. Students are responsible for noting the registration deadlines for each administration, mailing the registration in to the College Board, and paying the registration fee. Spaces to sites are granted on a first-come, first-serve basis.

WHERE is the test given?
Consult the *Student Bulletin* for a list of sites. Students who wish to test in Oconee County are encouraged to register early since spaces are limited.

HOW are the scores reported?
SAT I scores are reported directly by mail to students and sent to colleges as requested by students. See the *Student Bulletin* for details. At the time of registration, a student may identify up to four schools to receive SAT I scores without incurring an extra fee. After registering for the test, students can pay a fee to have scores sent to schools beyond the four selected. NOHS and OCHS also receive score copies and can send unofficial copies to colleges. Colleges usually require students to request that scores be sent to them by the College Board. Each section of the SAT is scored on a scale of 200-800, with two writing subscores for multiple choice and the essay.

CAN students take the SAT I more than once?
Yes, students can take the SAT I as frequently as they desire. Each score report sent to colleges will include up to the last five tests taken. Colleges usually accept the highest critical reading, writing, and math scores, even if the scores are earned during separate testing sessions. Scores for scholarships and admission to honors programs often must be earned in one sitting.

WHAT is the best preparation for the SAT I?
Read, read, read! Students wishing to score well on the SAT I are encouraged to take the most rigorous academic courses possible and to take as many extra academic classes as the student's schedule will allow. Extensive outside reading is encouraged.

Scholastic Aptitude Subject Tests (SAT II)

WHAT are they?

SAT II Subject Tests are achievement tests that measure the student's knowledge in certain subject areas and the ability to apply that knowledge. These tests are shorter than the SAT I. A student can take up to three subject tests during the regular SAT I test administration. There are 18 different subject area tests; College Board provides a sampling of practice questions for each test in the SAT II practice booklet.

WHO should take them?
Students who intend to apply to a competitive or highly competitive college may need a SAT II subject test. Check college websites or catalog. The best time to take the SAT II subject test is immediately after a preparatory course is completed. For instance, a student who takes AP U.S. history would do well to take the SAT II in U.S. History in May or June of the year the student is enrolled in the AP class. Students who are considering applying for highly competitive colleges are encouraged to take SAT IIs in the event that the college will require one. Waiting to take an SAT II a year or two after a specific course is completed will be difficult. See your counselor for more information.

HOW do students register?
Use the same application procedures as the SAT I.

HOW are scores reported?
The scores are reported in the same manner as the SAT I.

American College Test (ACT)

WHAT is it?
The ACT is a nationally-normed college admissions test. All state colleges and universities in Georgia accept both the SAT and ACT without preference.

WHO should take it?
Students are encouraged to check with the college's website for the most up-to-date information in deciding which test may be needed. Students may also consult the college catalog or the *College Handbook* for admission test requirements.

WHEN is it given?
Test dates for any year are published in the spring prior to the new school year. Consult the ACT website at www.act.org.

HOW do students register for it?
Students may pick up a registration envelope and a practice test in the counseling office. Students may also elect to register online and pay the fee with a credit card. Students are responsible for noting the registration deadlines for each administration, mailing the registration in to ACT, and paying the registration fee.

WHERE is it given?

Area schools are listed in the registration booklet. Students who want to test locally are encouraged to register early.

HOW are the scores reported?
Scores are reported directly by mail to students and sent to colleges as requested by students. The school also receives a copy of the scores and can send an unofficial copy to colleges. Colleges usually require students to request that scores be sent to them directly by ACT. Scores are reported in each of the four subject areas in addition to the composite score. Students may elect at the time they register to send scores to up to six schools without incurring extra fees. Requests for reports to more than six colleges must be submitted to ACT Records and paid for as Additional Score Reports. You must request and pay for specific ACT test score dates--ACT does not automatically send all of your ACT scores to a college. The ACT also has an optional writing test--students should check with their prospective institutions to see if it is required.

CAN students take the ACT more than once?
Yes, students can take the ACT as frequently as they wish.

WHAT is the best preparation for the ACT?
Read, read, read! As with the SAT, students wishing to score well on the ACT should take the most rigorous academic classes possible and take as many academic electives as the student's schedule will allow.

ASSET and Compass Tests

This test is given either as a placement test for two-year colleges or as admissions test for technical college certificate or diploma programs. Contact the school for information about taking this test. The ASSET is a 2 ½ hour test with sections in the following areas—writing skills, reading, numerical skills, and three sections in different levels of algebra. Students interested in attending Athens Area Technical College may be able to take the ASSET instead of the SAT or ACT.

For sample Compass test questions visit http://www.act.org