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MAKING CHOICES

As students move into high school, they make decisions about their future quickly. This urgency, however, does not mean those decisions are to be made without careful thought and planning.

This handbook is designed to assist the student and parent in making the high school experience pleasant, informative, and successful. The information outlines graduation requirements and diploma options. Therefore, it provides valuable guidance in curriculum choices. Parents and students should use this information while working closely with school personnel to plan a five-year plan of study with post-secondary included will accomplish the needs and goals of the student.

In a highly competitive and changing society, a quality high school education is essential as a springboard to a rewarding future. Planning ahead for one's life choices provides a foundation of success. Students are encouraged to take seriously the choices they make in regards to high school, especially in the courses selected and effort put forth.

Although high school is new and exciting, it is perfectly natural to have some apprehension about the changes. High school is very different than middle school from the responsibility put upon the student to the academic challenges it affords. With the accepted responsibility, however, come more individual choices and freedoms. Students have many choices to make, and those decisions are not to be taken lightly when it comes to class selections.

Becoming familiar with the information in this handbook is a good start for a successful high school experience. Many questions about the changes and requirements of the high school program can be answered in this booklet. Students and parents should use it at this critical time of beginning high school, as well as throughout the high school experience.

The Student/Parent Handbook that all students will receive at the beginning of the school year compliments this handbook. Please be sure to read that handbook thoroughly for additional information.

It is the policy of the Hart County Board of Education not to discriminate on the basis of sex, race, marital status, age, religion, national origin, or handicap in its educational programs, activities, or employment practices.

Career Pathway Opportunities

Career Technical Pathways

What are Pathways?

Career Pathways are state-approved career enhancement programs designed as coherent, articulated sequences of rigorous academic and career-related courses starting in the ninth grade. This sequential set of pathway courses may lead to an industry-recognized certificate or licensure. In addition, the three sequential pathway courses provide a strong foundation for an associate and/or baccalaureate degree.

Career, Technical and Agricultural Education (CTAE) provides students with the opportunity to select at least three sequence courses in a career pathway. In addition, currently pathway courses are also offered in the fine arts, world language and journalism.

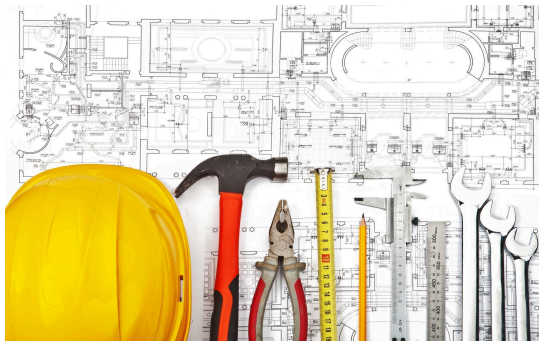
CTAE CONCENTRATOR: A concentrator is defined as a student who takes at least three Career Technical Courses in a specific program area during his/her high school career.

PATHWAY COMPLETER: A pathway completer is a concentrator who completes three sequential pathway courses.

Selection of a pathway is based on self-awareness and the investigation of occupations plus related educational levels aligned with the pathway. Most high-demand, high-skilled, high-wages occupations in all concentrations still require education beyond high school.

Implementation of career pathways is a collaborative effort between the Hart County Charter System, Georgia Department of Education, the Technical College System of Georgia and the University System of Georgia.

Disclaimer: Information contained within this book is as accurate as possible at time of publication. Classes offered at the high school can change due to scheduling and allotment conflicts.



CTAE CERTIFICATION

When a program becomes industry certified, it receives a “Stamp of Excellence,” which represents the apex of program quality. Only those programs that have successfully undergone rigorous reviews by leaders from business and industry are recognized with this distinction.

This formal process strengthens all program components, including:

- Classrooms and labs which are equipped with state-of-the-art equipment and technology;
- CTAE and academic performance standards that are aligned to national standards;
- In-depth, project-based instruction in all curriculum areas;
- Appropriate and varied Career Related Education (CRE);
- Career and Technical Student Organizations (CTSO) which offer co-curricular competitive events on the local, state and national level and provide leadership development skills for personal and professional growth;
- Business, industry and community involvement in all aspects of the program.

Industry certified programs not only offer outstanding opportunities to students who receive instruction through such programs, but they also offer positive benefits for schools as well as employers.

Nontraditional Occupations

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

- Nursing for males
- Drafting for females
- Cosmetology for males
- Automotive for females

Career Planning Services

- www.GeorgiaCRN.org
- www.GAcollge411.org
- www.careervoyages.gov
- www.gacareercounselor.org
- www.bls.gov/oco/

AGRICULTURE



Companion Animal Systems Pathway

Basic Agricultural Science, Animal Science and Biotechnology, Small Animal Care

Plant & Floriculture Pathway

Basic Agricultural Science, General Horticulture & Plant Science, Floriculture Product Management

Food Animal Systems Pathway

Basic Agriculture Science, Animal Science and Biotechnology & Ag Animal Production & Management

Diversified Agriculture

Basic Agriculture, Animal Science Technology & General Horticulture Plant Science

Agricultural and Environmental Science promotes agricultural awareness and prepares students for the further study and professional degrees in a variety of agricultural related areas. These areas include Animal Science, Horticulture/Plant Science, Landscaping/Turf Management, Floral Design, Forestry Management, Agricultural Leadership and Environmental Science. Classroom and laboratory activities are supplemented through supervised agricultural experiences, leadership programs and FFA Activities.



Transportation



Marine Engine Technology Pathway

Foundations of Marine Engine Tech, Marine Electrical Systems, Marine Engine Drive Systems

The Marine Engine Technology program is a sequence of courses designed to prepare students for careers in marine engine technology and related fields. Learning opportunities develop academic, technical and professional knowledge and skills required for job acquisition, retention, and advancement. The program emphasizes a combination of marine engine technology theory and practical application necessary for successful employment in the field.



CONSTRUCTION



HVAC Pathway

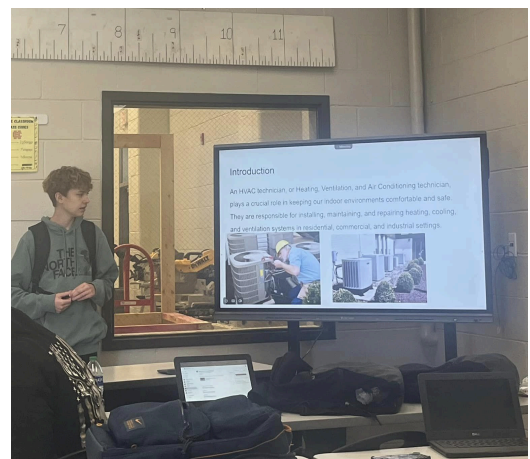
1) Fundamentals and Occupational Safety 2) Introduction to HVAC Systems 3) HVAC Refrigeration

Welding Pathway

(Dual Enrollment with ATC)

Classes 1080, 1005, and 1035 are required to attain a Technical College Certificate in shielded gas metal arc welding from Athens Technical College

People in Construction literally build our future! These are the people that build and remodel houses, apartments, industrial buildings, warehouses, office buildings, churches, schools and recreational facilities. The pathway also includes the builders of highways, streets, bridges, tunnels, and airports as well as power plants, chemical plants, refineries and mills. This pathway's corresponding CTSO is SkillsUSA.



CULINARY ARTS



Culinary Arts Pathway

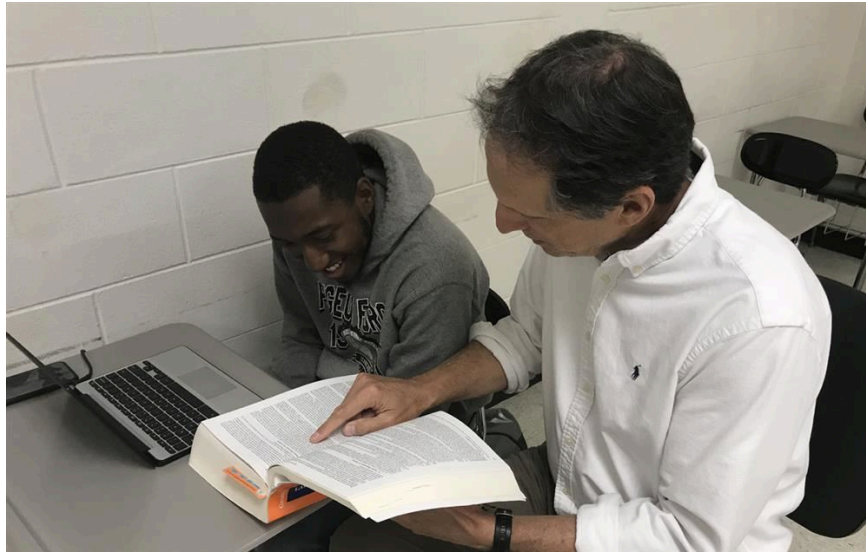
Introduction to Culinary Arts, Culinary Arts I, Culinary Arts II

Culinary Arts is the pathway designed to introduce students to fundamental food preparation terms, concepts, and methods in Culinary Arts where laboratory practice will parallel class work. Fundamental techniques, skills, and terminology are covered and mastered with an emphasis on basic kitchen and dining room safety, sanitation, equipment maintenance and operation procedures. The pathway also provides an overview of the professionalism in the culinary industry and career opportunities leading into a career pathway to Culinary Arts.

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



Criminal Justice



Law, Public Safety, Corrections, & Security

Introduction to Law, Criminal Justice Essentials, Criminal Investigations

In the Law, Public Safety, Corrections & Security pathway, students will learn the basic knowledge and skills for careers in the legal system, public safety, protective services, and homeland security.

Related Careers:

- Police Officer
- Private Investigator
- Correctional Officer
- Crime Prevention Specialist
- Crime Scene Investigator
- Drug Enforcement Administration Agent
- Homicide Detective

Hospitality & Tourism



Sports & Entertainment Marketing Pathway

Marketing Principles, Intro to Sports & Entertainment, Advanced Sports & Entertainment Marketing

Hospitality, Recreation, & Tourism Pathway

Marketing Principles, Hospitality, Recreation, & Tourism Essentials, Hospitality, Recreation, & Tourism Management



PERSONAL CARE SERVICES



Human Services Pathway

Introduction to Personal Care Services, Cosmetology 1, Cosmetology 2

This pathway is designed to provide the student with an opportunity to earn credit hours toward completion of the 1,500 credit hours required for the Georgia State Board of Cosmetology licensure. The competencies in the fundamental theory and skills required include: shampooing, hair cutting, hair styling design, permanent waving and management (State and Local Laws, Human Resources, Planning, Management, Retailing, Marketing, Receptionist Duties and Client Retention) and the theory related to diseases and disorders of skin, nails and hair. Sufficient practice is included in order for students to acquire the number of procedures required by the the Georgia State Board of Cosmetology. Instruction is also provided in the theoretical study of Anatomy and Cosmetology. Safety and sanitation procedures are stressed throughout the pathway in all procedures. This pathway's corresponding CTSO is SkillsUSA.



EDUCATION



Education as a Profession Pathway

*Examining the Teaching Profession, Contemporary Issues in Education,
Education as a Profession Practicum*

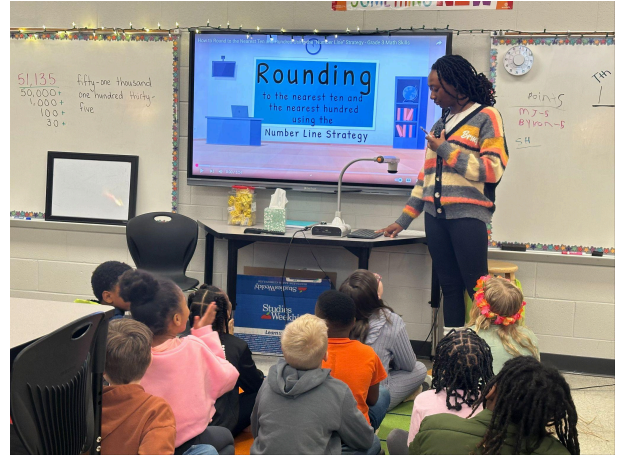
The Education as a Profession Pathway introduces students to a wide range of career opportunities in the field of education and prepares them for future roles as educators and leaders. This pathway offers a comprehensive foundation in education by combining rigorous classroom instruction with practical, hands-on experiences to develop essential skills and knowledge.

Students in the pathway explore and practice key aspects of education, including:

- Utilizing current technologies to enhance learning.
- Applying effective teaching and learning strategies.
- Creating positive and inclusive learning environments.
- Designing instructional and differentiated learning opportunities for diverse learners, including students with special needs.
- Planning instruction based on subject matter expertise, student needs, community context, and curriculum performance standards.

Pathway candidates have opportunities to apply their skills at elementary and secondary education sites, gaining real-world experience in various educational settings. The program also encourages involvement in the Career and Technical Student Organization (CTSO) Future Georgia Educators (FGE).

By completing this pathway, students are equipped with the knowledge, experience, and certifications needed to pursue postsecondary education in teaching programs or to begin fulfilling careers in education-related roles. Graduates leave ready to inspire and shape the next generation of learners.



DRAFTING



ARCHITECTURAL DRAWING & DESIGN PATHWAY

Introduction to Drafting & Design and Architectural Drawing & Design I, II

ENGINEERING DRAFTING & DESIGN PATHWAY

Introduction to Drafting & Design, Survey of Engineering Drawing, 3D Modeling & Analysis

Drafting is a process in which someone creates drawings containing technical information that precisely convey the specifications and materials needed to create something, whether it's a building or a cellular phone. While today's drafting uses advanced computer technology, drafting has existed since ancient times. Students at Hart College and Career Academy need a basic understanding of math, fractions, decimals and a ruler to be successful in drafting. The intro class starts with board drafting and advances to AutoCad. There are several drafting classes a student may take after Intro. A student may choose the Mechanical or the Architecture field. Students will be using AutoCad, Revit and Inventor. This pathway's corresponding CTSO is SkillsUSA.



HEALTH SCIENCE



Therapeutic Services / Patient Care Pathway

Intro to Healthcare Science, Essentials of Healthcare, Patient Care Fundamentals

Healthcare Science Technology Education, within the first two levels, gives the student a fundamental knowledge of the health field that includes anatomy and physiology, math, practical and functional applications, skills, medical terminology, a professional portfolio and cognitive thinking skills as they apply to medical scenarios. In-depth area specific information is taught in lab, dental, medical, nursing, CPR, First Aid, AED, radiology and other health fields. Advanced levels incorporate students in partnerships with medical professionals providing opportunities to build on the academic foundations of the classroom. The acquired knowledge, practical application and active student preceptorship are the standards for success. The Healthcare program offers the student the challenge of attaining that first important step of state and/or national certification in a health area that serves as the foundation of his/her future. This pathway's corresponding CTSO is SkillsUSA.



ARMY JROTC



The Junior Reserve Officer Training Corps (JROTC) pathway introduces students to basic citizenship skills and develops leadership principles while working to motivate our students to become better citizens. Subjects include leadership, health and fitness, foundational principles of our country, management skills, and financial planning. Students are issued the JROTC uniforms at no cost to the student. Weekly events include classroom instruction, physical fitness, team sports, and uniform inspections/basic drill. Each student participates in a Service Learning Project as part of this pathway. This pathway's corresponding CTSO includes the Raider Team, the Drill Team, and the Precision Air Rifle Team.

Completion of JROTC I, II, and III earns the student pathway credit along with Health/PE credit along with ADAP certification in JROTC III. Subsequent completion of JROTC IV earns the student a technology credit.



ARMY JROTC

JROTC Course Offerings with Credit			
Student Year	CLASS	MATERIAL	Credit
9th Fall	JROTC 1	JROTC Foundations, Personal Growth & Behaviors, Team Building, Decision Making, Health & Fitness, Service Learning	Pathway Credit (JROTC 1, JROTC 2, JROTC 3), Health/PE, ADAP
9th Spring	JROTC 2		
10th Fall	JROTC 3		
10th Spring	JROTC 4	Cybersecurity, Public Speaking, Government	Technology Credit
11th Fall	JROTC 5	Advanced Leadership, Decision Making, Portfolios & Interviews, Team Building, Ethics, Health & Fitness	Advanced Enlistment Rank (E3)
11th Spring	JROTC 6		
12th Fall	JROTC 7	Advanced Leadership, Professional Development, Team Building, Government, Continuous Improvement Planning	Increased ROTC Scholarship Points
12th Spring	JROTC 8		

JROTC Weekly Class Schedule				
Monday	Tuesday	Wednesday	Thursday	Friday
Physical Training	Classroom	Uniform Wear/Inspection	Classroom	Team Sports

Sample Career Pathways associated with JROTC	
Enlisted Military	Opportunity to advance to become Non-Commissioned Officer (NCO) in over 200 jobs in 17 different Career Fields for 20+ year career.
Commissioned Officer	SROTC/Military Service Academy leads to a career as a Commissioned Officer. There are 17 different career fields including specialists such as doctors, lawyers, and veterinarians.
Law Enforcement	JROTC curriculum including government, first aid, and cybersecurity directly correlates to employment with local law enforcement agencies. With the addition of SROTC, state and federal law enforcement agencies are available.
Teacher	JROTC curriculum including service learning, continuous improvement, leadership, and public speaking correlate to those interested in a career in education.

ARMY JROTC

Extracurricular Activities & Sports

Raiders: Raiders compete as a Male Team, Female Team, or a Mixed Team (M&F combined). Twelve Cadets make up the team with 8-10 Cadets competing at a time in various and strenuous events (4-5K team runs, obstacle courses, rope bridges, etc...). Raiders compete in the Fall Semester with the opportunity to compete for a state championship. Raider participation stresses the importance of teamwork, physical fitness, and determination.

Drill: The Drill team competes as either a 4 Cadet Color Guard, 7 Cadet Squad, or 13 Cadet Platoon and have both Male and Female teams. The Drill Team practices and competes from December through March with the opportunity to compete for a state championship. Cadets put their knowledge of Army Drill & Ceremony into practice in competitions against other schools. Drill emphasizes the importance of teamwork, discipline, and attention to detail.

Precision Air Rifle (Fall 2026): The Rifle team consists of 10 Cadets competing in precision marksmanship using .177 caliber air rifles. Competition begins in November and can last through March with the opportunity to compete for a state and national championship. Rifles emphasize the importance of attention to detail, physical fitness, and discipline.

JROTC Cadet Leadership Camp (JCLC): Select Cadets attend a four day leadership camp. Activities at the camp include rappelling, canoeing, team building and leadership, and land navigation. During select years, Cadets also have the opportunity to ride in Army helicopters.

JROTC Leadership & Academic Bowl: Four Cadets compete as an academic team for two online competitions with an opportunity to earn an all expense paid trip to Washington D.C. for a national competition.



ARMY JROTC

Military Educational Opportunities

Enlisted to Non-Commissioned Officer: Enlisted and Non-Commissioned Officers may be eligible to earn the post-911 G.I. Bill which provides up to full tuition plus housing assistance and books. Soldiers and NCOs are also eligible for the Army Tuition Assistance program that pays for 100% of tuition through courses taken through base education centers.

United States Service Academies: United States Military Academy (Army), United States Naval Academy (Navy), United States Coast Guard Academy, and the United States Air Force Academy. These distinguished institutions provide full cost of education along with a career entry in the Armed Forces as a commissioned officer.

Army ROTC Scholarships: Available in 4 year or 3 year scholarships, these awards pay for tuition/fees or room/board plus a book allowance and personal stipend. Combined with the Hope Scholarship, the full cost of college is covered for University System of Georgia colleges and universities. Upon successful completion of SROTC and earning an undergraduate degree, you may compete for a career as a commissioned officer on Active Duty or choose to serve part time as a commissioned officer in the National Guard or U.S. Army Reserves.

Guaranteed Reserve Forces Duty Scholarships (GRFD): GRFD scholarships pay for tuition/fees or room/board plus a book allowance and a personal stipend. These scholarships are available in 4 year, 3 year, or 2 year awards. Combined with the Hope Scholarship, the full cost of college is covered for University System of Georgia colleges and universities. Upon successful completion of SROTC and earning an undergraduate degree, candidates will earn a commission and serve in either the National Guard or U.S. Army Reserves while pursuing a civilian career.

Early Commissioning Program (ECP)/Ike Skelton Scholarships: The Ike Skelton Early Commissioning Program Scholarship (ECP) is awarded with two full coverage years at Georgia Military College and a 2 year tuition/fees or room/board awarded at a follow-on university. After successful completion of the two years at GMC, candidates earn a commission as a commissioned officer in the National Guard. Upon completion of their undergraduate degree, candidates may remain in the National Guard as a commissioned officer or compete for service in the Regular Army.

UNG Georgia Military Service Scholarship (GMS): The GMS provides a full cost of college plus a stipend to the University of North Georgia while serving part time in the Georgia Army National Guard. Upon successful completion of SROTC and graduating from UNG, you serve as a commissioned officer in the Georgia Army National Guard allowing you to pursue a civilian career.

AUDIO-VIDEO TECHNOLOGY AND FILM



Audio-Video Technology and Film Pathway *Audio-Video Technology & Film I, II and III*

In the Audio-Video Technology and Film Pathway topics covered may include, but are not limited to: history of mass media, terminology, safety, basic equipment, script writing, production teams, production and programming, set production, lighting, recording and editing, studio production and professional ethics. Skills USA, the Georgia Scholastic Press Association, Technology Student Association (TSA) and Student Television Network are examples of, but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and technical skills and may be considered an integral part of the instructional program. This pathway's corresponding CTSO is TSA.



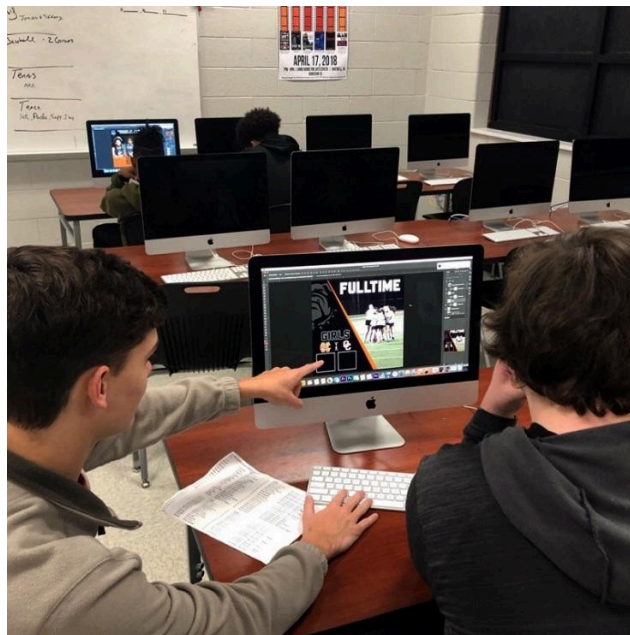
GRAPHIC DESIGN



GRAPHIC DESIGN PATHWAY

Introduction to Graphic Design, Graphic Design and Production, Advanced Graphic Design

The Graphic Production pathway is one of three pathways in the Arts, Audio-Video Technology and Communications Cluster. Graphic Production includes the processes and industries that create, develop, produce and distribute products that incorporate words and/ or pictorial images to convey information, ideas and feelings. Graphic Production includes the market segments embracing the technologies of the many facets of printing, publishing, packaging, electronic imaging and their allied industries. This pathway culminates with the opportunity for students to take the end of pathway assessment provided by SkillsUSA Work Force Ready or earn industry credentials through PrintEd. This pathway's corresponding CTSO is TSA.



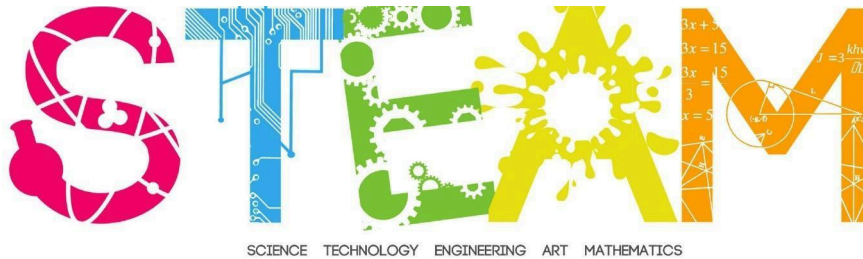
S.T.E.A.M.



Engineering and Technology Pathway

Foundations of Engineering and Technology, Engineering Concepts, Engineering Applications

S.T.E.A.M. is an acronym for Science, Technology, Engineering, the Arts and Mathematics. The idea of emphasizing these subjects in delivering the curriculum has been driven by the business community, with the goal of preparing an agile and competitive workforce. It is important to note that STEAM is not a program, but a philosophy. In the real world, content knowledge is interwoven, layered and sophisticated, not experienced in isolation such as in traditional education settings (separate math time, separate science time, etc.). S.T.E.A.M. skills are vital for success in the 21st century and critical to our collective future. The "Critical C's" of Collaboration, Cooperation and Communication are emphasized through project-based learning, usually through interdisciplinary (across subjects) activities. This pathway's corresponding CTSO is TSA.



Information Technology



Game Design Pathway

Introduction to Software Technology, Computer Science Principles, Game Design

Students completing this pathway will gain an understanding of the fundamental principles used at every stage of the game creation process. After establishing foundational knowledge, game genres and modes of play are explored in terms of the psychology of incentives, motivation to play, and social networking. Virtual characters and non-player characters are reviewed from concept drawing to 2D and 3D art, rigging, and animation. Level design, storytelling, and animation are added to develop a virtual world around the characters. Students taking this pathway are strongly encouraged to add an internship to their curriculum which will give them real world experience and an understanding of how the computer game industry works. Employment of game designers is expected to increase 8 percent from 2016 – 2026, about as fast as the average for all occupations, resulting in 6,200 jobs available nationwide.



Fine Arts Pathways

Visual Arts Pathway (complete any 3 courses in Visual Arts)

1	50.0313004	Drawing/Painting I (prerequisite for all other studio art courses)
2/3	50.0314004 50.0321004 50.0322004 50.0431004 50.0411004 50.0412004	Drawing/Painting II Visual Arts / Painting I Visual Arts/ Painting II Applied Design Pottery I Pottery II
	50.0921004	AP Art History

Theatre Pathway (complete any 3 courses in the area of Theatre)

52.0610004 52.0410004 52.0210004 52.0310004	Theatre Arts/Fundamentals I Theatre Arts/Fundamentals II Theatre Arts/Fundamentals III Theatre Arts/Fundamentals IV
52.0510004 52.0520004 52.0523004 52.0524003	Advanced Drama I Advanced Drama II Advanced Drama III Advanced Drama IV
52.0920004	Dramatic Writing (Film, Television, Theatre I)

Band Pathway (complete any 3 courses in the area of Band)

53.0381004(Fall) 53.0382004 (Spring)	Symphonic Band (offered Fall and Spring)
53.0371004(Fall) 53.0372004 (Spring)	Concert Band (offered Fall and Spring)
53.0761004(Fall)	Advanced Instructional Ensemble
53.0841004	Beginning Guitar

Choral Pathway (complete any three courses in the area of Chorus)

54.0221004	Intermediate Chorus
54.0231004	Advanced Chorus
53.0145000	Music Appreciation

World Language Pathways

Spanish Pathway

1	60.0710014	Spanish I
2	60.0720014	Spanish II
3	60.0730014	Spanish III

Latin Pathway

1	61.0410014	Latin I
2	61.0420014	Latin II
3	61.0430014	Latin III

Get the jump on your with COLLEGE CAREER DUAL ENROLLMENT

What is Dual Enrollment?

The Dual Enrollment Program provides qualified public high school students in Georgia with the opportunity to earn postsecondary institution credit and Carnegie unit credit while simultaneously enrolled in classes at a college, university, or technical college.

Eligibility:

- Students must have at least a “B” average in academic classes (2.6 GPA for technical college)
- Maintain a 2.0 while enrolled in the Dual Enrollment Program

Cost:

The Dual Enrollment Program through the state of Georgia 100% of tuition, mandatory fee, and textbooks.

Who can you do Dual Enrollment with on the campus of HCHS?

We have classes offered on campus by Athens Technical College, Toccoa Falls College, and Emmanuel College.

What kind of classes have been offered on the campus of HCHS?

We have offered English 101, English 102, Math Modeling, US History, Sociology, Oral Communications, Psychology, Healthcare, Humanities, Welding, and more.

Benefits of Dual Enrollment:

- Introduces college classes to students.
- Allows students to earn college credit while they are in high school.
- Helps students get used to certain aspects of college.
- Gives students the option to take classes that may not be offered at the high school level.
- Proves to colleges that a student is capable of successfully completing more difficult classes.
- Credit hours paid by the Dual Enrollment Program will not count towards the limit of postsecondary hours paid for by the HOPE Program.

GRADES

Grading Scale

HCHS uses the following grading scale:

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

Credit Earned vs. Credit Lost

One unit of credit is earned for each high school course that a student passes with a grade of 70 or higher. A total of 28 units are required to graduate from HCHS.

When a student is in violation of the school attendance policy (any student who exceeds five unexcused days absence per semester in a course), he/she shall not receive credit for the course(s) affected by the excessive absenteeism even though the student may have a passing grade. Violation of the attendance policy will result in a semester grade of “AF” which counts as a 65 numerical grade for GPA calculations. Attendance in class is important!

See the Student/Parent Handbook for additional information on attendance requirements.

Grade Point Averages (GPA)

Cumulative average: All grades earned in high school, regardless of credit earned or lost, will be averaged to determine a student’s overall cumulative grade point average (GPA). The GPA includes all courses taken in high school and any grades earned in middle school that count for high school credit.

Academic average: All grades earned in academic courses (English, math, science, social studies, and foreign language), regardless of credit earned or lost, will be averaged to determine a student’s academic average. The semester average is the grade that is used to calculate GPA. The academic average is used for Honor Graduates, Valedictorian, and Salutatorian. The academic GPA is also used to determine HOPE eligibility.

Refer to HOPE SCHOLARSHIP & GRANT for information about the HOPE GPA. Colleges will calculate their own GPA using only academic courses.

Honor Graduates/Valedictorian and Salutatorian

Honor Graduates must have a minimum academic average of 95 in academic courses. The weighted GPA will be used for this calculation.

STAR Student

The school STAR student must be a legally enrolled senior in an accredited Georgia public or private high school. Seniors who are jointly enrolled in a high school and college are eligible for STAR honors if all other requirements are met and if they take the College Board Scholastic Assessment Test (SAT) on any national testing date through the November testing of the senior year. The STAR student must score the highest on one test date (scores may not be combined from two test dates) on the new SAT among qualified seniors in the school. Nominee’s SAT scores must be equal to or higher than the latest available national high school average on both the verbal and math sections.

In addition, the STAR student must be in the top 10 percent or be among the top ten students numerically. If the student with the highest SAT score does not meet the top 10 criterion, the student with the next highest SAT score who does meet the criterion becomes the nominee. Ties at the high school, system and district level are permitted. PAGE (Professional Association of Georgia Educators) sponsors the STAR student program and sets its guidelines.

Promotion Requirements

A minimum number of credits are required for promotion to the next grade level. Students must earn at least six (6) credits to be in 10th grade, at least twelve (12) credits for 11th grade, and a minimum of twenty (20) credits is required to be in 12th grade.

Students are only promoted at the end of each school year. Credits earned in a summer school program count as 2nd semester units for promotion purposes. *(See also Promotion and Graduation Requirements in the Student/Parent Handbook)*

Graduation Program Participation

It is the policy of Hart County High School that only those seniors who have completed all requirements for graduation, have paid all debts owed to the school, and attend graduation practice are permitted to participate in the graduation ceremony.

More on Grading

Students receive progress reports in all classes every four and ½ weeks. Grades are cumulative throughout the semester. For courses that have an End-of-Course Assessment, the EOC will count 20% of the student's semester grade. The semester grade becomes part of the student's permanent record and transcript. A final report card is issued at the end of each semester. (*See Student/Parent Handbook for specific dates.*)

Honors classes receive 5 bonus point on their final average. AP classes receive 10 bonus points on their final average. A Dual Enrollment class receives 5 bonus points on their final average.

The semester grade determines whether credit is awarded or not. A final grade of 70% or better is required for passing and earning credit for a course.

If a student fails a required course, the student must repeat the class until it is passed. A failing grade remains on the transcript and is included in the student's GPA even though the student repeats the course.

HCHS has a credit recovery program through Odysseyware. This is available to students who fail a required course and can be taken during a class period, in Saturday School or Summer School.

Parents may access student grades by logging into Infinite Campus. Login information may be obtained by contacting Shelia Coile in the Guidance office.

Honor Roll & Merit List

Merit List - All students with a semester cumulative average in all courses of 80 or higher.

Honor Roll - All students with a semester cumulative average in all courses of 90 or higher.

Block Scheduling

HCHS uses what is known as a 4 x 4 Block Schedule. The school year is divided into two semesters of approximately 18 weeks each. Most courses will meet for 90 minutes each day for one semester. Each class is awarded one unit of credit if passed with a grade of 70 or higher and attendance requirements are met. Students take 4 classes each semester. Students should take at least 2 academic courses each semester (English, Math, Science, Social Studies, Foreign Language).

Example:

1st semester

Math

English

Health/PE

Elective (Career Tech/Fine Arts)

2nd semester

Science

Social Studies

Elective (Spanish II, Career Tech, Fine Arts)

Elective

A student can earn up to eight units per year for a total of thirty two units during the student's four years in high school.

Generally, a freshman takes four courses :(For example: 9th Grade Lit/Comp, Coordinate Algebra, Government, and Environmental Science), Health/PE, and one to three electives (fine arts, tech/career, physical education, etc.). Advanced freshmen may take upper level courses depending on high school credits completed at the middle school.

LIFTed-STEAM

STEAM education refers to the teaching of Science and Technology through the use of Engineering and Artistic processes, based on the principles of Mathematics. STEAM provides students with the overarching view of how standards (that are typically taught in only specific content areas) are interconnected with other content areas, which also provides eye opening views of how real world problems are solved. The goal of HCHS STEAM is to provide students with rigorous coursework that is focused on the development of solutions to real world problems through research, design, and problem solving. STEAM education helps to prepare students to become active and effective members in society through the development of business and industry partnerships, internships, and capstone projects. STEM principles are taught in many classes at HCHS to give all students access to it.

Graduation Requirements: Class of 2029

To graduate from Hart County High School, a student must earn at least:

4 units of English

4 units of Math

4 units of Science

4 units of Social Studies

1 unit of Health/PE

A Pathway = 3 units in one of the following areas: Advanced Academic, CTAE, Foreign Language, or Fine Arts Pathway.

1 unit of a Technology Based course

Students planning to enter into a University System of Georgia Institution or other post-secondary institution must take two units of the same foreign language.

7 additional elective units (Extra Academic Courses, Fine Arts, Career Tech, Physical Education)

28 total

Required Curriculum Units

4 English units:

Lit and Comp I or Honors Lit and Comp I
Lit and Comp II or Honors Lit and Comp II
Lit and Comp III or Honors Lit and Comp III *or* AP Language
Lit and Comp IV, Honors Lit and Comp IV, or Dual Enrollment (College) English

4 Math units:

Foundations of Algebra, Algebra w/support, Algebra, or Honors Algebra
Geometry w/support, Geometry, or Honors Geometry
Advanced Algebra, Honors Advanced Algebra, Advanced Mathematical Decision Making,
Choice of a 4th math course: Pre-calculus, Honors Pre-calculus, College Readiness Math, Advanced Mathematical Decision Making,
or Dual Enrollment (College) Math course

4 Science units:

Environmental Science
Biology or Honors Biology
Chemistry, Honors Chemistry, AP Physics,
Honors Forensic Science, AP Environmental Science, or Dual Enrollment (College) Science course

4 Social Studies units:

World History or Honors World History *or* AP World History
US History or Honors US History *or* AP US History
Government or Honors Government
Economics or AP Economics or Dual Enrollment (College) Economics course

3 units from:

CTAE and/or Foreign Lang and/or Fine Arts, and/or Advanced Academic - ***All students must have a pathway in one of the following areas: Advanced Academic, CTAE, Foreign Language, or Fine Arts.***

An Advanced Academic Pathway includes four units of credit in a specific academic area (English, Math, Science or Social Studies. One of the four units must be an Advanced Placement course or a college level Dual Enrollment course along with two units of sequential course credit in one world language.

***Important Note: Students planning to enter or transfer into a University System of GA Institution or other post-secondary institution must take two units of the same foreign language.
The following pages show typical courses that a student will take at each grade level.***

HOPE Scholarship

The high school will electronically transmit to the Georgia Student Finance Commission (GSFC) a complete transcript and grading scale data for all seniors. The following outline summarizes the HOPE requirements.

All high school attempted grades for English, mathematics, science, social studies and foreign language will be used to determine GPA, whether or not credit was earned.

GSFC will calculate student eligibility for HOPE using un-weighted grades. GSFC will apply weighting using only Advanced Placement (AP) or International Baccalaureate (IB) courses since those are linked to national standards. Honors courses will not be weighted since colleges largely do not weight them.

Numeric grades will be converted to a true 4.0 scale.

<u>Hart County Scale</u>		<u>GPA</u>
A=90-100	=	4.0
B=80-89	=	3.0
C=70-79	=	2.0
F= 0-69	=	0

Students must have at least a 3.0 Academic GPA to qualify for HOPE and meet the rigor course requirements. GSFC does not round up” the GPA. A “2.99” GPA does not qualify. Students can qualify for the Zell Miller Scholarship by have a 3.7

Academic GPA and a 1200 on the SAT or 26 on the ACT. Courses taken in 8th grade do not count towards their HOPE GPA.

At the present time, the HOPE Scholarship funds cover a percentage of tuition. Award amounts specific to a Georgia College or University can be found at GaFutures.org under HOPE and Zell Miller Award Amounts. At a Georgia private college or university, the Tuition Equalization Grant will pay a percentage of tuition per academic year. More information can be found at GaFutures.org under Tuition Equalization Grant. The HOPE scholarship certainly does not cover all the expenses incurred by college students, but it does make college more affordable. Once a student earns a HOPE Scholarship, he/she must maintain a "B" average in college course work to remain eligible.

HOPE Grant

Georgia residents who are attending a Georgia public technical college to earn a certificate or diploma only are eligible for HOPE assistance regardless of grade point average. The HOPE Grant will pay a percentage of tuition. More information and award amounts specific to a particular technical school can be found at GaFutures.org under the Hope Grant Award Amounts.

College Admissions

There are many opportunities for education after high school. Parents and students are encouraged to obtain current information/requirements from the colleges they are considering. For the most up-to-date information on any college, go to the college’s website. For information on Georgia Colleges go to www.Gafutures.org.

Gafutures.org (formerly known as GAcollge411)

www.Gafutures.org is Georgia’s one-stop shopping for information on Georgia colleges. Students and parents are encouraged to visit this site for help with planning, applying, and paying for college. Students may create a free account to help them track their courses, extra curricular activities, test scores, etc. Students are encouraged to have a professional email account (firstname.lastname@domain) for use with Gacollge411 and all college and scholarship applications.

Be aware that meeting the minimum requirements will NOT guarantee admission to any institution.

Competitive colleges look closely at the rigor of courses taken by prospective students. **Students who take more challenging courses will be more competitive in admissions and will certainly be better prepared for college work.**

A complete listing of Georgia public and private colleges can be found on www.Gafutures.org

Course Registration

Registration for the next year takes place during spring semester. Students work with their advisors and counselors to select courses. Parent signatures are required on registration forms. **It is the responsibility of the student to have full knowledge of registration procedures and to properly schedule classes.** In order to avoid unnecessary schedule changes, students should make careful decisions before completing the registration process.

Schedule Changes/Teacher Changes, Requests

During the first two days of the semester, counselors will resolve scheduling conflicts. Students may request changes during these two days but be aware that counselors will not guarantee changes to academic or elective course selections. **Select your courses carefully!**

No teacher changes will be permitted. To be fair to ALL students and teachers, we cannot accommodate teacher requests. Students who are repeating a failed course may contact their counselor to request a different teacher.

Work Based Learning

The Hart College and Career Academy at HCHS provides students with opportunities in our Work Based Learning (WBL) Program for students 10th-12th grade and that are on track for high school graduation. In our WBL program, we strive to connect students with job opportunities at local business and industry which line up directly with the students pathway. We also provide apprenticeship opportunities for students in local industry that often lead to the employer helping pay for post secondary education that ties directly back to the skills the students are performing while in high school. In the future, many students from the HCCA will have opportunities to sign on with local industries and travel to countries like Germany for hands-on training before returning to the US. There are many opportunities for our students and I want to encourage our students to help us provide local business and industry with a homegrown workforce that is second to none!

Teresa Bishop
WBL Coordinator

Steve Burton
CEO of the HCCA

NOTICE TO ATHLETES AND PARENTS OF ATHLETES

High School Eligibility

Eligibility refers to a student's good standing so that he/she may participate in high school athletics and other competitive activities. The Georgia High School Association (GHSAA) governs eligibility rules. Currently, all first time 9th graders are eligible to participate for the first semester. To maintain eligibility for the second semester a 9th grader must pass 3 out of 4 of his or her classes. **Throughout high school, a student must pass 3 of 4 classes to be eligible the following semester.**

Students gain or lose eligibility on the first day of the next semester.

According to GHSAA rules, students must reside in the local school's attendance area as established by the Board of Education. Students attending a school outside their home school's attendance zone are not eligible for varsity competition for one calendar year after enrolling.

To be eligible, students must be making progress toward graduation as follows: Minimum Total Units

Beginning 2nd year	5
Beginning 3rd year	11
Beginning 4 th year	17

Students who lose eligibility by not meeting the "on track" requirements at the beginning of the year may regain eligibility during the school year by accumulating the units required at the end of the semester and passing the required subjects the previous semester. A student is ineligible for the next school year if he/she turns 19 years old before May 1st.

NCAA Clearinghouse Initial Eligibility

The NCAA Initial-Eligibility Clearinghouse must certify students planning to enroll in college and wishing to participate in NCAA Division I or Division II athletics. To be certified by the Clearinghouse, you must:

- Graduate from high school.
- For Division I, students must earn a minimum required GPA in a core curriculum of at least 16 college prep courses.
- Send your SAT or ACT score directly from the testing agency to the NCAA Clearinghouse.
- Earn an SAT or ACT score that matches your core-course GPA on the NCAA Sliding Scale
- Apply to the NCAA Clearinghouse after completion of the junior year of high school on the website:

www.ncaaclearinghouse.net

For more information, see your coach, counselor, or visit www.ncaaclearinghouse.net.

GUIDANCE OFFICE & CAREER CENTER INFORMATION

The counselors are available to assist students with their problems and concerns of an academic, vocational, or personal nature. Parents are encouraged to make an appointment to discuss their child's problems or progress with a counselor and/or teachers. Students and their parents are encouraged to visit the Guidance Office between the hours of 8:00 a.m. – 3:30 p.m. Parents are requested to phone ahead for an appointment to ensure the appropriate counselor is available.

Parent/Teacher Conferences

Parents may call Hart County High School at 706-376-5461 to schedule a conference with the principal, assistant principal, counselor, or teacher(s). Teacher conferences are generally held after school or during a teacher's planning period.

Transcripts

A transcript is a written record of a student's academic progress toward a diploma. Students will need to complete a transcript request form to have a transcript sent to a college. Written authorization is required before an official transcript can be sent to a third party or institution.

STANDARDIZED TESTING

PSAT/NMSQT

The Preliminary SAT is a practice test for the SAT. It identifies a range of scores the student is expected to score on the SAT. It also is a great resource for preparing for the SAT because it supplies the test booklet, the answers given by the student, the correct answer, and the level of difficulty. It is also known as the NMSQ Test (National Merit Scholarship Qualifying Test), which identifies juniors for scholarships. To qualify for National Merit Scholarships students **MUST** take the PSAT as JUNIOR. The test is given free to all 10th graders. 11th graders must register in the guidance office and pay a small fee. It is offered only one time per year in October.

SAT/ACT

SAT or ACT scores are a good predictor of academic success at least for the first year of college. Colleges look at these scores, grade point average in academic courses, and the actual high school courses taken in their admissions selections. The best SAT/ACT preparation is through rigorous and challenging classes in which the student puts forth maximum effort. Students are encouraged to do their best in all courses and examine closely their selection of courses. We encourage college-bound students to take the SAT or ACT at least once during the junior year and once during the 1st semester of the student's senior year. Students should request that their scores are sent to colleges when they take the tests.

End-of-Course Assessments

At this time, there are End-of-Course Assessments for the following core courses: Lit and Comp II, US History, Biology, and Algebra. Students in these classes must take the EOC to receive credit for the course. The End-of-Course Assessment grade will count 20% of the semester grade. Courses with a mandatory EOC are identified in the course descriptions in this handbook.

AP Exams

The AP Examinations are administered each year in May and represent the culmination of college-level work in AP courses. Rigorously developed by committees of college and AP high school faculty, the AP Exams test students' ability to perform at a college level. HCHS offers a variety of AP courses for students who desire to participate in advanced level classes. Currently, the cost of each exam is \$83.00. HCHS will reimburse all fees for any exam where a student scores a 3 or higher on the AP test.

Course Descriptions

English

Course Title: Lit and Comp I and Honors Lit and Comp I

Course Description:

Literature & Composition I is the first course (required) in the sequence of secondary English language arts courses required for graduation. This course develops the integrated skill set that comprises the English language arts discipline to ensure that students are on track to be college and work ready. Literature & Composition I focuses on the interpretation, evaluation, construction, and design of texts across genres and modes in a variety of real-world, academic, and disciplinary contexts while sustaining and building mastery of language applications and discipline-specific practices. The Honors class is weighted 5 bonus points for additional rigor.

Course Title: Lit and Comp II and Honors Lit and Comp II

Course Description:

Literature & Composition II is the second course (required) in the sequence of secondary English language arts courses required for graduation. This course develops the integrated skill set that comprises the English language arts discipline to ensure that students are on track to be college and work ready. Literature & Composition II focuses on the interpretation, evaluation, construction, and design of texts across genres and modes in a variety of real-world, academic, and disciplinary contexts while sustaining and building mastery of language applications and discipline-specific practices. An EOC is mandatory and will be 20% of the grade. The Honors class is weighted 5 bonus points for additional rigor.

Course Title: Lit and Comp III and Honors Lit and Comp III**Course Description:**

Literature & Composition III is the third course in the standard pathway of secondary English language arts courses. This course develops the integrated skill set that comprises the English language arts discipline to ensure that students are on track to be college and workplace ready. Literature & Composition III provides a platform for the wide interpretation, evaluation, construction, and design of texts across genres and modes, with an emphasis on the application of these skills in a variety of real-world, academic, and disciplinary contexts. The Honors class is weighted 5 bonus points for additional rigor.

Course Title: AP Language and Composition (Lit and Comp III)

Course Description: This course focuses on the study of American literature, embracing its rhetorical nature and recognizing the literature as a platform for argument. It also emphasizes a variety of writing modes and genres and the essential conventions of reading, writing, and speaking. The students will develop an understanding of how historical context in American literature affect its structure, meaning, and rhetorical stance. The course will enable students to become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts. The students will encounter a variety of informational, literary, and non-print texts from across the curriculum and read texts in all genres and modes of discourse, as well as visual and graphic images. Instruction in language conventions and essential vocabulary will occur within the context of reading, writing, speaking, and listening. The students will demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes. This course will focus on the consideration of subject, occasion, audience, purpose, speaker, and tone as the guide for effective writing, as well as the way generic conventions and resources of language contribute to writing effectiveness. The students will compose a variety of writing, including expository, analytical, and argumentative writings which support the academic and professional communication required by colleges; and personal and reflective writings which support the development of writing facility in any context. The students will produce responses to timed writing assignments, as well as writing that proceeds through several stages or drafts, which include opportunities for revision guided by feedback from teacher and peers. Students will analyze primary and secondary sources and develop the research skills needed to effectively synthesize these sources for their writing. An AP syllabus must be submitted and approved by the College Board. An EOC is mandatory and will be 20% of the grade.

Course Title: Lit and Comp IV and Honors Lit and Comp IV**Course Description:**

Literature & Composition IV is the fourth course in the standard pathway of secondary English language arts courses beginning in the 2025-26 school year. This course builds upon the skills and understandings gained in Literature & Composition I-III, and its intention is that students will be prepared to communicate effectively across a wide variety of contexts beyond the K-12 classroom. This course is designed to allow local level flexibility (e.g., considering the periods and movements selected for study). By the end of the course, students will be ready to successfully engage in postsecondary real-life, academic, and/or workforce communications. The Honors class is weighted 5 bonus points for additional rigor.

Course Title: AP English Literature and Composition

Course Description: The course focuses on an intensive study of representative works from various literary genres and periods. The focus is on the complexity and thorough analysis of literary works. The students will explore the social and historical values that works reflect and embody. The textual detail and historical context provide the foundation for interpretation: the experience of literature, the interpretation of literature, and the evaluation of literature. Writing to evaluate a literary work involves making and explaining judgments about its artistry and exploring its underlying social and cultural values through analysis, interpretation, and argument (e.g. expository, analytical, and argumentative essays). The writers will develop stylistic maturity: strong vocabulary, sentence variety, and effective use of rhetoric to maintain voice. An AP syllabus will be submitted and approved by College Board.

Course Title: College English 101 and 102

Prerequisites: 3.0 GPA

Course Description: These will vary for each college; a description is available in the college catalog.

Course Descriptions

Math

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

Course Title: Foundations of Algebra and Study Skills

Course Description: Foundations of Algebra will provide many opportunities to revisit and expand the understanding of foundational algebra concepts, will employ diagnostic means to offer focused interventions, and will incorporate varied instructional strategies to prepare students for required high school courses. The course will emphasize both algebra and numeracy in a variety of contexts including number sense, proportional reasoning, quantitative reasoning with functions, and solving equations and inequalities. This course is accompanied with a study skills calls and stretches out over the entire year and allows an additional unit of study skills to be earned (one math credit and one elective credit).

Course Title: Algebra: Concepts and Connections with Support

Course Description: Algebra: Concepts and Connections with Support is the first course in a sequence of three high school courses designed to ensure career and college readiness. Students will apply their algebraic and geometric reasoning skills to make sense of problems involving algebra, geometry, bivariate data, and statistics. This course focuses on algebraic, quantitative, geometric, graphical, and statistical reasoning. In this course, students will continue to enhance their algebraic reasoning skills when analyzing and applying a deep understanding of linear functions, sums and products of rational and irrational numbers, systems of linear inequalities, distance, midpoint, slope, area, perimeter, nonlinear equations and functions, quadratic expressions, equations and functions, exponential expressions, equations, and functions, and statistical reasoning. An EOC is mandatory and is 20% of the final grade.

Course Title: Algebra: Concepts and Connections with Support

Course Description: Algebra: Concepts and Connections with Support is the first course in a sequence of three high school courses designed to ensure career and college readiness. Students will apply their algebraic and geometric reasoning skills to make sense of problems involving algebra, geometry, bivariate data, and statistics. This course focuses on algebraic, quantitative, geometric, graphical, and statistical reasoning. In this course, students will continue to enhance their algebraic reasoning skills when analyzing and applying a deep understanding of linear functions, sums and products of rational and irrational numbers, systems of linear inequalities, distance, midpoint, slope, area, perimeter, nonlinear equations and functions, quadratic expressions, equations and functions, exponential expressions, equations, and functions, and statistical reasoning.

An EOC is mandatory and is 20% of the final grade.

Course Titles: Geometry: Concepts and Connections with support

Description of Courses: Geometry: Concepts and Connections is the second course in a sequence of three high school courses designed to ensure career and college readiness. This course is intended to enhance students' geometric, algebraic, graphical, and probabilistic reasoning skills. Students will apply their algebraic and geometric reasoning skills to make sense of problems involving geometry, trigonometry, algebra, probability, and statistics.

Students will continue to enhance their analytical geometry and reasoning skills when analyzing and applying a deep understanding of polynomial expressions, proofs, constructions, rigid motions and transformations, similarity, congruence, circles, right triangle trigonometry, geometric measurement, and conditional probability.

Course Titles: Geometry: Concepts and Connections

Course Description: Geometry: Concepts and Connections is the second course in a sequence of three high school courses designed to ensure career and college readiness. This course is intended to enhance students' geometric, algebraic, graphical, and probabilistic reasoning skills. Students will apply their algebraic and geometric reasoning skills to make sense of problems involving geometry, trigonometry, algebra, probability, and statistics. Students will continue to enhance their analytical geometry and reasoning skills when analyzing and applying a deep understanding of polynomial expressions, proofs, constructions, rigid motions and transformations, similarity, congruence, circles, right triangle trigonometry, geometric measurement, and conditional probability. The Honors class is weighted five bonus points for additional rigor.

Course Titles: Advanced Algebra: Concepts & Connections

Description of Courses: Advanced Algebra: Concepts & Connections is the third course in a sequence of courses designed to ensure career and college readiness. It is intended to prepare students for fourth mathematics course options relevant to their postsecondary pursuits. High school course content standards are listed by big idea, including Data and Statistical Reasoning, Probabilistic Reasoning, Functional and Graphical Reasoning, Patterning and Algebraic Reasoning, and Geometric and Spatial Reasoning. The Honors class is weighted five bonus points for additional rigor.

Course Titles: College Readiness Math

Description of Courses: College Readiness Math is a fourth mathematics course option for students who have completed Advanced Algebra: Concepts and Connections or Geometry if did not take Advanced Algebra. The course is designed to serve as a bridge for high school students into postsecondary opportunities. The course has been approved by the University System of Georgia as a fourth mathematics course beyond Advanced Algebra: Concepts and Connections for majors outside of mathematics, science, and engineering.

Course Titles: Pre-Calculus

Description of Courses: Precalculus is a fourth-year mathematics course option for students who have completed Advanced Algebra: Concepts and Connections (or the equivalent). The course is intended to provide students with opportunities to develop a deeper understanding of Algebraic concepts that are critical to the study of Calculus. Students will also deepen their understanding of trigonometry and its applications. The Honors class is weighted five bonus points for additional rigor.

Course Titles: AP Calculus

Description of Courses: AP Calculus is a fourth mathematics course option for students who have completed Pre-Calculus. It includes problem solving, reasoning and estimation, functions, derivatives, application of the derivative, integrals, and application of the integral. The AP class is weighted ten bonus points for additional rigor.

Course Title: Advanced Mathematical Decision Making

Description of Course: Advanced Mathematical Decision Making is a fourth-year mathematics course option designed to follow the completion of Advanced Algebra: Concepts and Connections or College Readiness Math. Students will enhance their understanding of concepts explored in the context of real-life phenomena. The intent of this course is for students to combine their understanding of multiple mathematical concepts as they explore and solve real-world mathematical problems. Students will investigate applications of mathematics in a variety of contexts, including business and financial decision-making, earning, investing, spending, and borrowing money, using functions to model problem situations in both discrete and continuous relationships, and using ratios, rates, and percentages to solve problems,

Course Descriptions

Science

Course Title: Environmental Science

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

Course Title: Biology and Honors Biology

Course Description: The Biology curriculum is designed to continue student investigations of the life sciences that began in grades K-8 and provide students the necessary skills to be proficient in biology. This curriculum includes more abstract concepts such as the interdependence of organisms, the relationship of matter, energy, and organization in living systems, the behavior of organisms, and biological evolution. Students will investigate biological concepts through experience in laboratories and field work using the processes of inquiry. An EOC is mandatory and will be 20% of the grade. The Honors class is weighted 5 bonus points for additional rigor.

Course Title: Chemistry and Honors Chemistry

Course description: The Chemistry curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to be proficient in chemistry. This curriculum includes more abstract concepts such as the structure of atoms, structure and properties of matter, characterization of the properties that describe solutions and the nature of acids and bases, and the conservation and interaction of energy and matter. Students investigate chemistry concepts through experience in laboratories and field work using the processes of inquiry. The honors class is weighted 5 bonus points for additional rigor.

Course Title: Zoology

Course Description: Zoology is designed to recognize key features of the major body plans that have evolved in animals and how those body plans have changed over time resulting in the diversity of animals that are evident today. In addition to classification and recognition, this course teaches students about the anatomical and physiological characteristics of animals. These characteristics relate to how an animal functions and can help students see the connections uniting particular animal groups. An understanding of form and function allows students to study how animals have evolved over time and to relate animals to their particular role in an ecosystem. Finally, students will develop an understanding that all living things are interconnected. Students should realize that the worldwide activities of humans can contribute to animal diversity both positively and negatively. It should also be understood that humans are dependent on animal species for advances in medicine, ecosystem maintenance, and food supply.

Course Title: AP Environmental Science

Course Description: AP Environmental Science is designed 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 and/or preventing them. The following themes provide a foundation for the structure of the AP Environmental Science course: (1) Science is a process, (2) Energy conversions underlie all ecological processes, (3) The Earth itself is one interconnected system, (4) Humans alter natural systems, (5) Environmental problems have a cultural and social context, and (6) Human survival depends on developing practices that will achieve sustainable systems.

Course Title: Honors Forensic Science

Course Description:

In this course students will learn the scientific protocols for analyzing a crime scene, how to use chemical and physical separation methods to isolate and identify materials, how to analyze biological evidence and the criminal use of tools, including impressions from firearms, tool marks, arson, and explosive evidence.

Course Title: AP Physics

Course Description: The Physics curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to be proficient in physics. This curriculum includes more abstract concepts such as interactions of matter and energy, velocity, acceleration, force, energy, momentum, and charge. 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.

Course Title: AP Biology

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

Course Descriptions

Social Studies

Course Title: American Government/Civics and Honors American Government/Civics

Course Description:

An in-depth study of the American political system. This course focuses on the foundation, principles and structure of the American system of government, examines the role of political parties, social factors as they relate to the role of the citizen, and analyzes the decision-making process that are a part of the system of American political behavior. This course meets the state's Citizenship requirement for graduation. The Honors class is weighted 5 bonus points for additional rigor.

Course Title: World History and Honors World History

Course description: A survey course beginning with the earliest civilizations and highlighting important developments throughout the world until the early 21st century. The course includes topics related to Early Civilizations and Classical Empires; Growth, Expansion, and the Emergence of the Modern World; Global Interaction and Conflict; and the Contemporary World. The Honors class is weighted 5 bonus points for additional rigor.

Course title: AP World History

Course Description: The purpose of AP World History is to develop greater understanding of the evolution of global processes and contracts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes factual knowledge used in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human state.

Course Title: United States History and Honors United States History

Course Description: Examines the history of the United States beginning with the British settlement of North America. The course's main focus is the development of the United States in the 20th and 21st centuries. The course includes topics related to Colonization through the Constitution; New Republic to Reconstruction;

Industrialization, Reform, and Imperialism; Establishment as a World Power; and the Modern Era. An EOC is mandatory and will be 20% of the grade. The Honors course is weighted an additional five bonus points for rigor.

Course title: AP United States History

Course Description: This course is designed to provide students with the analytic skills and factual knowledge to deal critically with the problems and materials in United States History from the 1870's to current history. By making demands on students that are equivalent to those of a freshman college-level course, students are prepared for intermediate and advanced college courses. Students will learn to assess historical materials and evaluate the evidence and interpretations presented in historical scholarship. Students will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay and research paper format. An EOC is mandatory and will be 20% of the grade.

This course will help students develop an understanding of the role of the citizen in our government. It will analyze the Constitution and the Bill of Rights, the election process, the law-making process, the judicial process, and state and local government issues. Through activities that center around current events and research, the relationship between the various levels of government will be examined. Research and essays will be emphasized.

Course Title: Personal Finance and Economics

In addition to the fundamentals of economic decision-making, microeconomics, macroeconomics, and international economics, students will learn personal finance skills they can apply to their own futures – including managing and balancing budgets; understanding and building credit; protecting against identity theft and consumer protections; and understanding tax forms, student loan applications, and pay stubs. Economics is the study of how individuals, businesses, and governments make decisions about the allocation of scarce resources. This course provides students with a foundation in the field of economics, with a specific focus on how students can apply that knowledge to their own personal finances.

Course Title: AP Macroeconomics

Course Description: Conforms to College Board topics for the Advanced Placement Macroeconomics Examination. Covers basic economic concepts, measurement of economic performance, national income and price determination and international economics and growth.



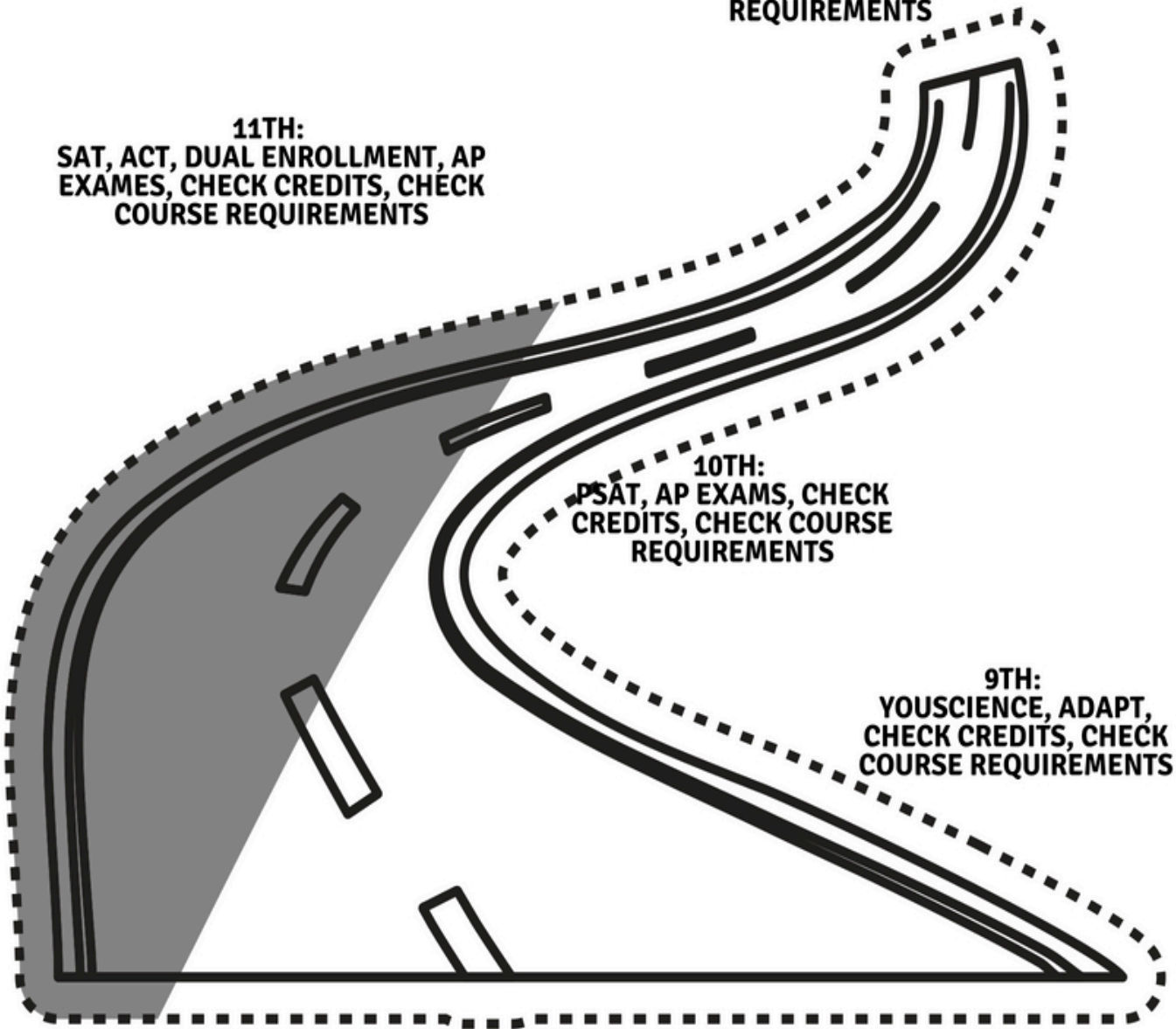
Bulldog's Road to Success

12TH:
ASVAB, AP EXAMS, FAFSA,
INTERNSHIP, COLLEGE
APPLICATIONS, CHECK
CREDITS, CHECK COURSE
REQUIREMENTS

11TH:
SAT, ACT, DUAL ENROLLMENT, AP
EXAMS, CHECK CREDITS, CHECK
COURSE REQUIREMENTS

10TH:
PSAT, AP EXAMS, CHECK
CREDITS, CHECK COURSE
REQUIREMENTS

9TH:
YOUSCIENCE, ADAPT,
CHECK CREDITS, CHECK
COURSE REQUIREMENTS



Student: _____	Pathway: _____
Teacher/Advisor: _____	Date Plan Completed: _____
Student Signature: _____	

Graduation Requirements

Students are required to earn 28 Carnegie units in order to receive a high school diploma

Subject	English Language Arts	Math	Science	Social Studies	Health and PE	CTAE, Fine Arts, Modern Language	Technology Course	Electives	Total
	ELA	MA	SC	SS	HPE		TECH		
	4 Units - must have 9th Lit and American Literature	4 Units - must include Algebra, Geometry, Advanced Algebra or Career Technical Math, and One GS/AP/DUAL Course	4 Units - must include Physical Science, Biology, Environmental Science	4 Units - must Include Government, US History, and Economics	1 Unit - must be Health/Physical Education *requirement can also be met by 3 units of JROTC	3 Units of a Pathway	1 Unit, must include 1 Technology Course	7 Units-Extra Academic Courses, Fine Arts, Career Tech, Physical Education	28 Units

<u>8th Grade</u>	<u>9th Grade</u> For promotion to 10th grade: 6 Credits	<u>10th Grade</u> For promotion to 11th grade: 12 Credits* *Core English, Math, Science plus 1 Core SS	<u>11th Grade</u> For promotion to 12th grade: 20 Credits** **2 Core English, Science, SS, plus 3 Core math and a planned program	<u>12th Grade</u> 28 Carnegie units required in order to receive high school diploma	<u>Post-Secondary</u> Record course taken and earned through Dual Enrollment
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Course/ Grade	Course/ Grade	Course/ Grade	Course/ Grade	Course/ Grade
ELA _____/____	ELA _____/____	ELA _____/____	ELA _____/____	ELA _____/____
MA _____/____	MA _____/____	MA _____/____	MA _____/____	MA _____/____
SC _____/____	SC _____/____	SC _____/____	SC _____/____	SC _____/____
SS _____/____	SS _____/____	SS _____/____	SS _____/____	SS _____/____
HPE _____/____	HPE _____/____	HPE _____/____	HPE _____/____	HPE _____/____
CTAE _____/____	CTAE _____/____	CTAE _____/____	CTAE _____/____	CTAE _____/____
FA/ML _____/____	FA/ML _____/____	FA/ML _____/____	FA/ML _____/____	FA/ML _____/____

5 Hartbeats

**COMMUNICATION
SKILLS**

**WILLINGNESS
TO LEARN**

ATTENDANCE

**POSITIVE
ATTITUDE**

TEAMWORK

