College and Career Readiness Guide and Course Descriptions

2026-2027

This guide is for use with students entering ninth grade between the 2019-2020 school year and 2023-2024.

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INTRODUCTION

High school is an exciting time and the decisions made in high school can have positive outcomes. The choices made regarding a student's course of study or pathway to complete requirements for a high school diploma are the gateway to post-secondary options. The College and Career Readiness Guide outlines graduation requirements specified by the Georgia Department of Education and Henry County Public Schools, providing comprehensive information for planning the high school course of study or pathway. This guide should be used by students, school counselors, administrators, teachers, and parents/guardians to help prepare a four-year program and identify postsecondary goals. As future goals change and are refined, the high school program may be adjusted. It is important that students plan courses of study or pathways and allow the flexibility for change in those plans.

ACCREDITATION

All schools in the Henry County School System are accredited by Cognia Accreditation.

NOTICE OF EQUAL OPPORTUNITY

The Henry County Board of Education maintains a policy of equal educational, athletic, and employment opportunity. The Henry County Board of Education does not discriminate on the basis of race, color, national origin, sex, disability, religion, veteran status, genetic information, or age in its programs and activities and provides equal access to the Scouts BSA and other designated youth groups. The Board of Education prohibits retaliation against individuals who file complaints or those who assist in the investigations of complaints alleging discrimination on the basis of race, color, national origin, sex, disability, religion, veteran status, genetic information, or age. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment. Appropriate disciplinary actions shall be imposed for verified acts of retaliation, including, but not limited to a report to the Professional Standards Commission for certified staff members. The Board believes complaints are best resolved when handled as close to their origin as possible. If students and/or parents have concerns, then they should bring concerns, in writing, to the attention of the principal. The following persons have been designated to handle inquiries and concerns regarding the district's non-discrimination policies:

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Title IV
Henry County Schools
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COLLEGE & CAREER READINESS PROGRAM

THE ROLE OF THE SCHOOL COUNSELOR

School counselors are certified/licensed educators who improve student success for ALL students by implementing a comprehensive school counseling program. School counselors develop and implement comprehensive school counseling programs that meet the diverse needs of students. Implementing a school counseling program allows school counselors to focus their skills and knowledge on data-driven, standards based academic, career, and social/emotional development of all students. Some of the services provided by school counselors are assisting with mentoring/advisory programs, individual student academic planning, student progress monitoring, referral to community agencies, providing small and large group counseling services (short term), analyzing disaggregated data/interpreting test scores, identifying and resolving student issues and needs, providing core curriculum lessons, and advocating for all students. School counselors are champions for students and families.

COLLEGE AND CAREER READINESS PROGRAM

One of the primary goals of Henry County Schools is to prepare students to be college, career, and life ready. The Henry Futures Student Advisement Program is designed to assist students in acquiring the knowledge and skills needed to make decisions that enable them to take full advantage of the well-balanced curriculum offered in our secondary schools. Through the presentation of current information concerning career/pathway selection, graduation requirements, and course offerings during individual and group advisement sessions, the professional educator becomes the mentor to the student. The following procedures are utilized in Henry County Schools to facilitate this process and promote college and career readiness while creating seamless transitions:

- Annual advisement sessions are expected to be held with students and parent(s)/guardian(s) to provide academic, career, social/emotional guidance, review progress in meeting graduation requirements and to assist in selecting high school courses for the following year. Sessions may be conducted individually or in groups as deemed appropriate by local school personnel.

- Henry Futures (Naviance) is a web-based technology program that students in grades 6th-12th can use to research colleges and careers, take assessments and surveys, create goals and to-do lists. Soon, students will be able to use Naviance to apply to college and submit requests for transcripts and recommendations directly to their school counselor. Parents and their student(s) share a Naviance account. Parents have read-only access; however, it is critical that each student and family is connected to Naviance to work together to make informed college and career decisions. Schools will initially send out access codes to parents and instructions on how to set up an account. Parents who are new to the district can e-mail scholarships@henry.k12.ga.us to obtain their access code.

- During the 8th grade year, students and their parents/guardians and advisor/counselor will develop an Individual College and Career Plan (ICCP) to be revised annually as prescribed by HB 192 (Top State for Talent Act) in Infinite Campus.

- Advising students and parents on high school pathways and academic curriculum, preparing them for college applications, admissions, career readiness, soft skills (skills such as communication, problem solving, teamwork), and interview skills.

- Informing all students of Dual Enrollment and Advanced Placement courses to prepare students for the rigor of postsecondary education.

- Providing information to assist in the planning and preparation for college admissions tests, SAT and ACT and/or armed forces (ASVAB). Please note, students take the PSAT as early as the 8th grade or their junior year for the National Merit Scholarship. Ask your school counselor for additional information.

- Informing students about postsecondary financing that can be used to support post-secondary options and training. Also, to receive any type of postsecondary aid, the FAFSA must be completed annually prior to attending and while attending a postsecondary institution.

- Assisting students with developing goals, career portfolios, which include test(s) and grades results, examples of student work, and resumes and cover letters to prospective employers.

- Providing Study Skills lessons, which include various topics such as time management, organization, note-taking, and test-taking to help prepare students for the rigor of postsecondary education.

COLLEGE AND CAREER READINESS PRESENTATIONS BY GRADE LEVEL

9th GRADE
10th GRADE
11th GRADE
12th GRADE

Henry Futures: Robust College and Career Management System (Naviance)

Henry Futures (Naviance) is a college, career and life readiness platform that connects academic achievement to postsecondary goals. Its comprehensive college and career planning solutions align student strengths and interests to long-term aspirations, improving student outcomes and connecting learning to life. All students in 6th-12 grade and their parents have access to a robust college and career management system that will help guide students on their path to college and career readiness. Parents will also be able to create an account to view results of assessments/surveys completed by their student to help guide him/her in making an informed college and career decision. Through Henry Futures (Naviance) HCS' will support students' college and career readiness in the following ways:

1. Students will be able to discover their strengths, interests, and future aspirations that will inform a career pathway as unique as they are. For some, that includes postsecondary education; for others, that means entering the workforce, joining the military, or taking a gap year.
2. Students will be able to identify their strengths, explore careers, create academic plans, match to best-fit educational opportunities, and finish what they start.
3. Students will be able to track activities completion and outcomes to use the findings to advise students and improve the program.
4. Students will be able to receive automated reminders to students of pending college and career readiness tasks.
5. Students will be able to view over 7,000 videos of leaders discussing how they overcame obstacles to achieve unique goals from content provider Roadtrip Nation**.**
6. Students will be able to access Kaplan to provide live streaming and video on-demand courses supporting college, career, and life readiness for free and low-cost.
7. Students will be able to take Gallup's StrengthsExplorer® assessment. This assessment is geared towards 10th grade students.
8. Integrates directly with RepVisits, the premier college visit management service to enable counselors to share upcoming college visits automatically with students
9. Students will be able to take advantage of Test Prep opportunities provided by Kaplan. Also, the platform offers game based Naviance Test Prep for ACT®, SAT®, and Advanced Placement® courses leading to a 16% average score improvement when used regularly.
10. Students will be able to meet Top State for Talent Act Requirements, according to their specific grade level. The district will also utilize the Naviance College, Career & Life Readiness Curriculum, which is a blended learning experience that helps students develop critical college knowledge and non-cognitive skills.
11. Students will be able to take Career Aptitude Assessments in 8th grade and 10th grade.
12. Parents will be able to access the Naviance Student platform to track their student's progress. Parents will be able to discover how Naviance Student makes it easier than ever for their student(s) to answer the questions that will shape their future: Who am I? What do I want to be? How will I get there? How will I succeed? Naviance Student is a mobile-responsive site, for both students and parents, that employs tools that personalize and simplify the college and career planning process. Parents and/or guardians have mostly view-only access. Parents who are new to the district or did not receive an access code from the student's home school can obtain Naviance access codes by emailing the home school counselor.

Top State for Talent

The Top State for Talent Act (HB 192/Act 117) advisement checklist ensures that Georgia's 6th-12th grade students are provided opportunities to learn about college and career options. School counselors are utilizing Henry Futures/Naviance to deliver college/career tasks/activities that are aligned to meet the TSTA requirements. The following information is the Top State for Talent Act/Naviance Checklist for grades 6-12.

TOP STATE FOR TALENT

Georgia - Where Talent Meets Opportunity.

The following information is the Top State for Talent Act ADVISEMENT CHECKLIST for grades 6-12 as required by HB 192 / Act 117 (section 9). Follow district directives regarding Individual College and Career Plan development for high school students.

The Georgia Department of Education offers to all districts the services of YouScience to support the career advisement process. Districts are welcome to utilize other programs to complete Top State for Talent activities.

Middle School Task	Grade Level Task #	Career Advisement Processes	Data Element
1	6-2	6th graders complete one career interest inventory. ***(YouScience Snippet may be used for this task.)***	GaDOE
2	7-1 or 8-1	Students will complete one career interest and one career aptitude inventory in 7th or 8th grade. Both tasks may be completed in the same school year. (*YouScience Snapshot may be used for these tasks.)*	GaDOE
3	7-2	7th graders will explore at least three (3) Career Clusters based on their career inventory results. (*If using YouScience for this task, YouScience Snapshot must be taken first.*	GaDOE
4	8-2	8th graders will use their career interest and career aptitude inventory results to complete an Individual College and Career Plan in consultation with parent(s)/legal guardian(s) to guide registration for high school courses.	GaDOE
5	8-3	8th graders will receive notification of the Georgia Dual Enrollment program information by **February 1st**.	GaDOE
High School Task	**Grade Level -Task #**	**Career Advisement Processes**	
1	9-1 or 10-1	Students will complete one career interest and one career aptitude inventory in 9th or 10th grade. Both tasks may be completed in the same school year. (*YouScience Summit may be used for these tasks.)*	GaDOE
2	9-2	Students will create and utilize a GAfutures account through gafutures.org.	GSFC
3	9-3	9th graders will explore at least three (3) Careers / Occupations and save the results in their electronic career profile. (*If using YouScience, students may use Snapshot results for this task. If they do not have Snapshot results, students may take Summit and then complete the task.)*	GaDOE
4	9-4	9th graders will review and revise their Individual College and Career Plan in consultation with parent(s)/legal guardian(s) to guide course registration and ensure post-secondary success.	GaDOE
5	9-5	9th graders will receive notification of the Georgia Dual Enrollment program information by **February 1st**.	GaDOE
6	10-2	10th graders will review and revise their Individual College and Career Plan in consultation with parent(s)/legal guardian(s) to guide course registration and ensure post-secondary success.	GaDOE
7	10-3	10th graders will receive notification of the Georgia Dual Enrollment program information by **February 1st**.	GaDOE
8	11-1	11th graders will save three possible choices of post-secondary options.	GaDOE
9	11-2	11th graders will review and revise their Individual College and Career Plan in consultation with parent(s)/legal guardian(s) to guide course registration and ensure post-secondary success.	GaDOE
10	11-3	11th graders will research at least one additional **state or local workforce development initiative**, such as "High Demand Careers Initiative," "HOPE Career Grant," "Specialized Training Centers" or any other Georgia workforce and education initiative.	GaDOE
11	11-4	11th graders will receive notification of the Georgia Dual Enrollment program information by **February 1st**.	GaDOE
12	11-5	11th graders will receive notification of the Georgia MATCH program.	GSFC
13	12-1	12th graders will receive notification of their Georgia MATCH letters no later than December 1st of their senior year.	GSFC
14	12-2	12th graders will complete "Next Step" information and save to their electronic career portfolio: 4-year institution, 2-year institution, apprenticeship, military, technical college, special purpose (vocational) school or workforce.	GaDOE

STUDY SKILLS

While on the road to high school graduation, students will need to apply active listening, reading comprehension, note taking, time management, and test taking skills for success. Some students may have to learn tools that are specific to the student based on their different learning preferences and styles such as auditory, verbal, kinesthetic/physical, social, solitary, logical, or visual. Please see a few tips to effectively study:

- ✔ Do not attempt to cram all your studying into one session.
- ✔ Plan when you are going to study.
- ✔ Study time should have a specific goal.
- ✔ Don't procrastinate.
- ✔ Select a planned study time.
- ✔ Start with the most difficult subject first.
- ✔ Review notes before starting an assignment.
- ✔ Limit distractions.
- ✔ Use study groups effectively.
- ✔ Review notes, work, and materials over the weekend.
- ✔ Try the Cornell Note-taking System: record, question, recite, reflect, and review.
- ✔ Exercise, eat healthy, and get plenty of sleep.

Multiple study skills guides, and checklists can be located on the following pages:
https://www.educationcorner.com/study-skills.html

DIPLOMA PROGRAMS (Secondary School Credential)

- **Alternate Diploma** – the document awarded to students with the most significant cognitive disabilities who were assessed using the alternate assessment aligned to alternate academic achievement standards. While this diploma is standards-based and aligned with the state requirements for the regular high school diploma, it is not a regular high school diploma. Therefore, an alternate diploma does not terminate Free and Appropriate Public Education (FAPE) for students with an Individualized Education Program (IEP).
- **High School Diploma** - awarded to students who have satisfied attendance requirements, unit requirements, and the state assessment requirements as referenced in Rule 160-3-1-.07.

COURSE REQUIREMENTS FOR EARNING A HIGH SCHOOL DIPLOMA

All students are expected to complete a common set of requirements to earn a general diploma. Students can access their transcripts and their Academic Planner by entering their Infinite Campus account. The Infinite Campus Academic Planner is essential for all students, families, staff, and administration to plan all 4 years of high school. Students and families can find the academic planner and their high school transcript in their Infinite Campus portal. The following units are required under the current graduation rule. *Students who enroll from another state must meet Georgia graduation requirements and the Georgia assessment requirements for the date entered 9th grade.*

Areas of Study	Units Required
English/Language Arts*	4
Mathematics*	4
Science*	4
Social Studies*	3
CTAE and/or World Language/Latin and/or Fine Arts	3
Health and Physical Education*	1
Electives	4
TOTAL UNITS (MINIMUM)	23
*Required Courses and/or Core Courses	

CREDIT REQUIREMENTS FOR PROMOTION (GRADE PLACEMENT)

Grade Level	Promotion Criteria
8th-9th Grade	**Meet 8th grade promotion requirements to be assigned to 9th grade**
9th-10th Grade	**5 units of credit**
10th-11th Grade	**Minimum of 11 units of credit**
11th-12th Grade	**Minimum of 17 units of credit**

EARNING CREDITS

The secondary schools of Henry County operate on a semester system or 4x4 block schedule. Please see the high schools and their scheduling structure.

4X4 Block Schedules: Each semester, students take up to four courses that cover a full year's curriculum, enabling them to take up to eight courses per year. Students usually take four classes during 1st semester and four different classes during 2nd semester. They can earn four credits each semester for a total of eight possible credits each year. Each class period typically lasts for 90 minutes.

Semester System Schedules: Students take six or seven classes daily for the entire school year. Students take the same course during first and second semester. They are able to earn either 3 credits or 3.5 credits each semester for a total of 6 or 7 credits each school year. Each class period typically lasts at least 55 minutes.

High School	Scheduling Structure 2024-2025
Dutchtown High School	4x4 Block
Eagle's Landing High School	4x4 Block
EXCEL Academy	4x4 Block
Hampton High School	4x4 Block
Locust Grove High School	4x4 Block
Luella High School	4x4 Block
McDonough High School	4x4 Block
Ola High School	Semester
Stockbridge High School	4x4 Block
Union Grove High School	Semester
Woodland High School	Semester
Academy for Advanced Studies (program)	4x4 Block
Impact Academy	4x4 Block

Graduation Checklist

Name _____ ST# _____ Grade _____ Date _____

Career Pathway: _____ Career: _____

Students and parents can review their path to graduation by credits through their Infinite Campus portal. Courses		A (1st semester) .50	B (2nd Semester) .50	Block 1.0	Courses Remaining
English: 4 credits	**Advanced**				
9th Grade Literature	**Honors 9th Grade Lit**				
10th Grade Literature	**Honors 10th Grade Lit**				
Course options available here	**Course options available here**				
Course options available here	**Course options available here**				
Mathematics: 4 credits	**Advanced**				
Algebra: Concepts and Connections	**Honors Geometry: Concepts and Connections**				
Geometry: Concepts and Connections	**Honors Advanced Algebra: Concepts and Connections**				
Advanced Algebra: Concepts and Connections	**AP Precal/Honors Precal or 4th Math**				
Precalculus or 4th Math	**4th Math Option/AP Cal/AP Stats/DE**				
If Foundations of Algebra, Co-Requisite Support Course for Algebra: Concepts and Connections, Co-Requisite Support Course for Geometry: Concepts and Connections and/or Co-Requisite Support Course for Advanced Algebra: Concepts and Connections* ****Verify ESE Student Rubric for Math Placement.*					
Science: 4 credits:	**Advanced**				
Biology	**Honors Biology**				
Physical Science	**Honors Chemistry/Chemistry/DE**				
Environ/Earth Systems /Chem/AP in Env or Earth Systems or Chemistry	**Physics (11th or 12th)/AP/DE in Envir *or* Earth Systems or Chemistry**				
4th Science:	**4th Science:**				
Social Studies: 3 credits	**Advanced**				
World History	**Honors World History/AP World**				
US History	**Honors US History/AP US/DE**				
Government (Semester)	**Honors Gov/AP Gov/DE**				
Economics (Semester)	**Honors Econ/AP Macro/Micro/DE**				
CTAE/ Fine Arts/ Modern Language: 3 credits					
Course:					
Course:					
Course:					
Course:					
Course:					
Health/PE: ½ credit each					
Health (Semester) and Personal Fitness (Semester) **OR** **3 Credits of JROTC					
JROTC I					
JROTC II					
JROTC III					
Elective Credits: (4)					
World Geography (*Elective Credit*) or AP Human Geography (Elective Credit)					
Elective Course:					
Elective Course:					
Elective Course:					
Elective Course:					
Elective Course:					
Elective Course:					
Elective Course:					
Elective Course:					
Credits Earned to Date:					

_____ _____ _____ _____

Parent/Guardian Signature Date Student Signature Date

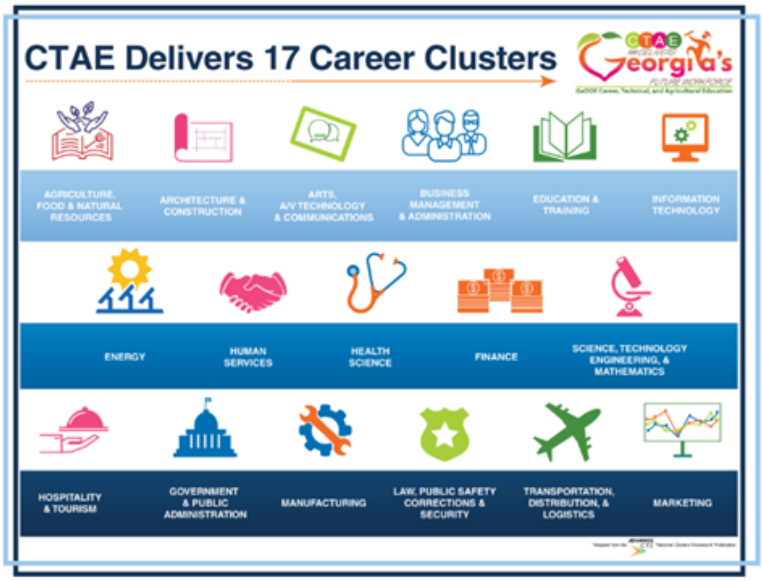
CHOOSING ELECTIVES

In addition to the required courses that must successfully be completed to graduate from high school, it is recommended that students select elective courses that are related to their chosen post-secondary goals (4-year college, 2-year college, technical college, military, apprenticeship programs, and/or workforce). Students may choose elective courses from areas of career interest and additional academic electives in mathematics, science, social studies, fine arts and foreign languages.

OVERVIEW OF CAREER CLUSTER/PATHWAYS

Georgia's 17 Career Clusters/Pathways provide a structure for organizing and delivering quality Career, Technical and Agricultural Education (CTAE) programs in Georgia's public high schools. Utilizing the Career Cluster model used by most of the United States, Georgia's 17 Career Clusters/Pathways model represents more than 96 career pathways to help students navigate their way to greater success in college and career. Another benefit of this model allows students to discover their interests and passions, empowering them to choose the educational pathway that may lead to success in high school, college and career. The 17 Career Clusters/Pathways encompass both secondary and postsecondary education and will strengthen and improve student transition from secondary to postsecondary:

- Agriculture, Food & Natural Resources
- Architecture and Construction
- Arts, A/V Technology & Communications
- Business Management & Administration
- Education & Training
- Information Technology
- Energy
- Human Services
- Health Science
- Finance
- Science, Technology, Engineering & Mathematics
- Hospitality & Tourism
- Government & Public Administration
- Manufacturing
- Law, Public Safety Corrections & Security
- Transportation, Distribution, & Logistics
- Marketing



Students are encouraged to complete three courses in a selected pathway and take advantage of the End of Pathway Industry Credential exams. Students who wish to select electives emphasizing fine arts will find a variety available to them. Fine Arts selections may include band, orchestra, chorus, theater, and visual arts, as well as other music and art courses. Students and/or parents who are interested in learning more about these pathways can contact the school counselor.

Career, Technical, and Agricultural Education (CTAE)

Pathway Completion

Georgia's Career Clusters allow students to choose an area of interest in high school from the 17 clusters. Students take classes tailored to their cluster, which helps them navigate their way to greater success – no matter what they choose to do after high school graduation. Each cluster includes multiple career pathways. The aim of the program is to show students the relevance of what they're learning in the classroom, whether they want to attend a two-year college, a four-year university or go straight into the world of work. Students will begin to learn about potential careers in elementary and middle school so that they are ready to choose a pathway once they reach high school. Georgia's initiative is based on the National Career Cluster Model. Students who successfully complete three (3) required courses in a given CTAE pathway will be considered a pathway completer. Not only can students be pathway completers in CTAE courses, but they can also complete pathways in the areas of Advanced Academics, Fine Arts, and World Languages. When students meet with their high school counselor, they can check to see if they are on schedule to become a pathway completer. Additional information can be located on the following website: https://inspire.gadoe.org/collection/CC3404/10335

CTAE Industry Certification

Industry certified programs receive a "stamp of excellence". These programs have successfully undergone rigorous reviews by leaders from business and industry and are recognized with distinction. Employers recognize students who are a part of industry

certified programs as students who will make productive employees. Also, this informs employers that the student can contribute to the development of a highly skilled, future workforce for Georgia. If you want to know if you are enrolled in a course that has the potential to earn Industry Certification, please ask your CTAE instructor.

Academy for Advanced Studies (AAS) is a college and career academy and a program of choice for high school students enrolled in Henry County Schools that offer elective course opportunities. Enrollment in AAS courses can provide meaningful opportunities for students to take courses that align with their career goals and aspirations, as well as contribute to the development of a highly skilled, future workforce for Georgia.

The mission of AAS is to ensure students graduate from high school prepared to achieve their college and career goals. To carry out the mission, AAS provides the following learning opportunities:

- **Access to College Coursework**

At AAS, students can earn college credits that also satisfy high school graduation requirements. Courses are offered by our college partners:

  - Southern Crescent Technical College
  - Gordon State College
  - Clayton State University

- **Advanced and Unique Career Development Coursework**

At AAS, students can enroll in career development courses not available at their home high school.
AAS offers career pathway courses in **17** career clusters, some of which enable students to earn **industry-recognized certifications.**

- **Soft Skills Valued by Colleges and Employers**

At AAS, students can expect an environment that emphasizes college and career readiness. In particular, AAS instructors focus on proficiency in the application of essential **employability** skills.

Website: https://aas.henry.k12.ga.us/

ASSESSMENT PROCEDURES AND REPORTING

High school students are evaluated on a continuous basis and progress is reported by 9 week grading periods. Several grade reports are available: at the end of nine (9) weeks, eighteen weeks (18), twenty-seven (27), and thirty-six (36) weeks. Grade reports are primarily made available through the Parent Portal but may be printed at the request of the parent. Final course grades will be indicated upon course completion. Grade reports will show student progress for each subject in which the student is enrolled. These reports summarize the student's progress at that point of the grading period. Informal progress reports may be sent at times other than the system-wide grade report if a school chooses to do so. The letter equivalents for numerical grades are as follows:

90 – 100 = A 80 – 89 = B 74 – 79 = C 70 – 73 = D Below 70 = F

HONOR GRADUATES AND LATIN HONORS

Beginning with the class of 2018*, only the Latin Honors will be utilized to recognize the academic achievement of our students.
**Subject to policy changes/revisions*

Cum Laude	3.63-3.79
Magna Cum Laude	3.80-3.99
Summa Cum Laude	4.00 or higher

END-OF-COURSE Assessment (EOC)

The A+ Educational Reform Act of 2000, O.C.G.A. §20-2- 281, mandates End-of-Course assessments in grades nine through twelve for some core subjects. End-of-Course Test scores are calculated as part of a student's final numeric grade in a course. The End-of-Course Test requirement is also applicable to courses taken on-line and other off campus course options approved by school counselors. ***This information is subject to change based on state legislation and/or Georgia Department of Education rules/policies.*** End-of-Course Tests will be administered near the end of the course sequence and will be calculated as 20% of the final grade. If a student does not complete a required EOC, the student will have a 0 (zero) entered for the EOC grade and calculated as 20% of the course final average. End-of-Course Testing is required in each of the following courses:

Mathematics	English Language Arts
Algebra: Concepts and Connections	*Literature and Composition II
Science	**Social Studies**
*Biology	United States History

According to OCGA.20-2-149.2 or 20-2-161.3, any student enrolled in Dual Enrollment courses for core credit must also complete the EOC requirement marked with an (*) in the above chart to receive high school credit. Additionally, SBOE Rule 160-3-1-.07 applies this rule to AP courses as well.

DIPLOMAS/CERTIFICATES

General Requirements

The Georgia Board of Education and the Henry County Board of Education establish graduation requirements for students seeking a diploma or certificate, which are available in Board Policy IHF (6) Graduation Requirements. To be eligible for graduation, requirements in each of the following components must be met:

A. Unit Credit: Students must earn the minimum number of units required for their graduating class and diploma or certificate program.
B. Required Courses: Students must satisfactorily complete specific courses required to receive a High School diploma or an Alternate Diploma. Students should also be aware that specific courses may be required for admission to a university, college, or technical college. No course may be substituted or exempted. No courses may be repeated unless the student failed the course.
C. Assessment: Students must satisfy all applicable assessment requirements to be eligible for a High School Diploma or an Alternate Diploma.
D. Employment/Education/Training: Students seeking an Alternate Diploma must have transitioned to an employment/education/training setting in which needed supports are provided by an entity other than the local school system.

Students must satisfy the graduation requirements set forth at the time they entered the ninth grade. Students who enroll from another state must meet the graduation requirements for the graduating class they enter and the state assessment requirements. The requirements for testing are outlined in State and Henry County Board Policy Rule on Graduation IHF (6). The Georgia Board of Education has adopted significant changes in graduation requirements in recent years. Students with disabilities and English Language Learners (ELL) may receive appropriate standard accommodations based on their needs and the specifications of their Individualized Education Program, their Individual Accommodation Plan, or their ELL Testing Participation Committee Plan. Students with significant cognitive disabilities unable to participate in the state testing program, even with accommodations, are assessed with the Georgia Alternate Assessment (GAA). Students who are assessed with the GAA in middle school and in high school are eligible for an Alternate Diploma.

Specific questions may be addressed to school counselors or the Student Services Department. More information is available from the Georgia Department of Education at http://www.gadoe.org/External-Affairs-andPolicy/AskDOE/Pages/Graduation-Requirements.aspx.

The High School Diploma certifies that students have satisfied the unit requirements and state assessment requirements for their graduating class.
Special Education students with significant cognitive disabilities who enter ninth grade for the first time on or after 2020-2021, who participate in the Georgia Alternate Assessment (GAA 2.0) may be eligible to receive an Alternate Diploma if they meet the following criteria:

A. Meets all curriculum and unit requirements.
B. Meets assessment requirements by participation in GAA in middle school and in high school.
C. Meets the transition requirement before reaching the age of 22 and verification of transitioning to employment/education/training settings and supports for the student are provided when needed from an entity outside of Henry County Schools.

Please contact the Henry County Schools Exceptional Student Education Department at (770) 957-8086 if you have additional questions.

GRADUATION

All requirements for graduation must be completed before a student can receive a diploma and graduate. The graduation date is subject to change if, during the school year, schools are closed due to inclement weather or any other emergency on a regular school day.

Graduation is an important way to celebrate a student's accomplishment of graduating from high school! Participation in the graduation ceremony is voluntary; therefore, a graduation fee/senior dues may be charged to cover costs for such items as diploma covers, printing costs, custodial expenses, floral arrangements, guest speakers, etc. Students will be given written notification of this fee at the beginning of the school year in which they are to participate in the graduation ceremony. The notification will include a description of the costs. Graduation ceremonies and all activities and attire associated with them are determined by the individual schools. Specific questions should be directed to the school principal.

PREPARING FOR COLLEGE ENTRANCE EXAMS

PSAT (Practice SAT)

The best preparation for college entrance exams, and for college, is to take challenging courses with a strong academic curriculum. Students should consistently develop and enhance their vocabulary, reading, and writing skills. Students should stretch their thinking by reading a wide variety of challenging writing – fiction, nonfiction, news articles, and informational magazines. The more a student reads the better prepared for college and 21st century workforce skills.

Students are encouraged to study and prepare for entrance exams in order to exceed the minimum college entrance requirements. Students with disabilities requesting accommodations should contact their school counselor at least six weeks prior to registration. For information on college entrance exam practice opportunities on-line, visit http://www.collegeboard.org/.

The Preliminary Scholastic Aptitude Test (PSAT/NMSQT and PSAT 8/9) provides students with opportunities to take practice college entrance exams during the high school day. Freshmen, sophomores, and juniors may take the PSAT at a nominal cost.

Results from the PSAT should be used by students, parents/guardians, teachers, counselors, and other school personnel to help the student identify areas of needed improvement, to make decisions about Advanced Placement course selections, which college entrance exams to take in the future, and possible college choices. Henry County high schools' personnel conduct useful test taking and score interpretation programs in conjunction with the annual administration of the PSAT. For more information, visit https://collegereadiness.collegeboard.org

END OF PATHWAY ASSESSMENTS

Students who successfully complete three (3) required courses in a given CTAE pathway will be provided the opportunity to take an End of Pathway Assessment. These assessments, selected by the Georgia Department of Education, are designed to directly link to industry validated credentials and may result in national industry certifications. Each test measures industry specific technical skills required for entry level employment in a career related to the pathway.

ENTRANCE TESTS FOR COLLEGES AND UNIVERSITIES

You may know college admission tests by name — the SAT, SAT Subject Tests and the ACT. These tests, also called college entrance exams, are designed to measure students' skills and help colleges evaluate how ready students are for college-level work. College admission tests, like the SAT, are standardized tests typically taken in your junior or senior year. Colleges use scores from these tests to help them make admission decisions. Each college has its own admission processes and policies, and they use scores differently. School counselors usually provide information about college admission tests via group/individual advisement, parent nights/meetings, newsletters, school website, Google classrooms, and/or Campus messenger. School counselors are available to help students navigate the registration process for college admission tests.

ACT

A national college admission and placement examination that is comprised of four curriculum-based tests that measure academic achievement in the areas of English, mathematics, reading, and science reasoning. The ACT is an achievement-based, curriculum-referenced exam designed to measure high school students' general educational development. ACT results are accepted by virtually all colleges and universities in the United States. In addition, the ACT college entrance exam includes an interest inventory that provides valuable information for career and educational planning and a student profile section that provides a comprehensive picture of a student's work in high school and his or her future plans. Scores for each section of the ACT are averaged to create a composite score. A perfect score on the ACT Assessment is 36. The writing portion of the ACT is recommended. Some colleges and universities require the writing portion of the ACT. Students should contact the college or university they plan to attend to determine college admission exam requirements. Students must check the ACT website for testing dates and locations because it may not be administered at all schools. Your school counselor can assist as well. For more information, visit: www.act.org.

SAT (Scholastic Aptitude Test)

The SAT Suite of Assessments is an integrated system made up of the PSAT/NMSQT, PSAT 10 and the PSAT 8/9. The tests measure the same skills and knowledge in ways that make sense for different grade levels, so it is easier for students, parents,

and educators to monitor student progress. The SAT helps colleges make admissions and placement decisions. The New SAT includes sections on evidence-based reading and writing (reading test, writing, and language test), mathematics that covers a range of math practices, with an emphasis on problem solving, modeling, using tools strategically, and using algebraic structure, and there is an optional 50- minute essay portion.

Scores on each section range from 200-800 points. A perfect score on the SAT is 1600 (excluding the writing score). The SAT subject area tests consist of 20 subject tests, or achievement tests designed to measure subject-area knowledge. Some colleges and universities require one or more portions of the SAT II subject area tests. Students should contact the college or university they plan to attend to determine admission requirements. Students must check the SAT website for testing dates and locations. Your school counselor can assist as well. For more information, visit www.collegeboard.com.

ENTRANCE ASSESSMENTS FOR TECHNICAL COLLEGES AND CAREER SCHOOLS

Next Generation ACCUPLACER

The Next Generation ACCUPLACER test is the computerized version of the ASSET and formerly known as ACCUPLACER. The Next Generation ACCUPLACER consists of tests in the following areas: reading; writing; arithmetic; quantitative reasoning, algebra, and statistics; and advanced algebra and functions. The Next Generation ACCUPLACER test delivers fast and efficient scores to determine placement for a student applying to a post- secondary school.

For more information, visit:
https://accuplacer.collegeboard.org/educator/next-generation
https://accuplacer.collegeboard.org/

ARMED SERVICES VOCATIONAL APTITUDE BATTERY (ASVAB)

The Armed Services Vocational Aptitude Battery is a multiple-aptitude battery, consisting of ten short individual tests that measure verbal, math, and academic ability. The ASVAB provides good indicators of how well students have developed academic and occupational abilities. Scores on the ASVAB can qualify students for certain jobs and training in the Armed Forces, but taking the ASVAB does not commit the student to service in the military. The ASVAB measures aptitudes that are related to success in different careers and provides students with an opportunity to explore career options. The ASVAB is offered on a voluntary basis. Students can contact their school counseling office for dates when the ASVAB will be offered at their high school.

For more information, visit:
http://official-asvab.com/
https://www.military.com/join-armed-forces/asvab

EXTRA CURRICULAR ACTIVITIES AND ELIGIBILITY

A well-rounded student is one who has a variety of interests, including academic, social, recreational, and community service. Henry County Schools offer many different extracurricular activities. Students should try to incorporate at least one or two of these activities into their high school experiences. Many employers and colleges look at the student's total record, extracurricular activities as well as academics, when choosing the best candidate for employment or college admission. Students participating in extracurricular activities, including interscholastic activities, must meet the following athletic eligibility requirements as identified in the Georgia High School Athletic Association Constitution and By Laws. For more information, please visit: www.ghsa.net.

A. First-year students (entering 9th grade) are eligible academically. Second semester first-year students must have passed courses carrying at least 2.5 Carnegie units the previous semester in order to participate.
B. Second-year students must have accumulated five (5) total Carnegie units in the first year AND passed courses carrying at least 2.5 Carnegie units in the previous semester.
C. Third-year students must have accumulated eleven (11) Carnegie units in the first and second years AND passed courses carrying at least 2.5 Carnegie units in the previous semester.
D. Fourth-year students must have accumulated seventeen (17) Carnegie units in the first three years AND passed courses carrying at least 2.5 Carnegie units in the previous semester.
E. Students may accumulate the required Carnegie units for participation during the school year and eligibility will be reinstated at the beginning of the next semester.

National Collegiate Athletic Association (NCAA)

The NCAA is a member-led organization dedicated to the well-being and lifelong success of college athletes. The NCAA supports student-athlete success on the field, in the classroom and in life by integrating athletics into higher education.

Division I Academic Requirements

❖ College-bound athletes enrolling at an NCAA Division I school need to meet the following requirements to practice, compete and receive an athletics scholarship in their first year of full-time enrollment:

- ➢ Complete 16 core courses (High school transcript)
- ➢ Earn a core-course GPA of at least 2.300
- ➢ Earn an SAT combined score or ACT sum score matching the core-course GPA on the Division I sliding scale (http://fs.ncaa.org/Docs/eligibility_center/Student_Resources/DI_ReqsFactSheet.pdf)
- ➢ Graduate High School

Division II Academic Requirements

❖ College-bound student-athletes enrolling at an NCAA Division II school need to meet the following academic requirements to practice, compete and receive an athletics scholarship in their first year of full-time enrollment.

- ➢ Complete 16 core courses.
- ➢ Earn a core course GPA of at least 2.200.
- ➢ Earn an SAT combined score or ACT sum score matching the core-course GPA on the Division II full qualifier sliding scale (http://fs.ncaa.org/Docs/eligibility_center/Student_Resources/DII_ReqsFactSheet.pdf)
- ➢ Graduate high school

If you would like to play sports while in college, you will need to be certified by the NCAA Eligibility Center to compete at an NCAA Division I or II school. You must create a Certification Account on the following webpage: https://web3.ncaa.org/ecwr3/. The registration checklist is an awesome tool to help you navigate the process: http://fs.ncaa.org/Docs/eligibility_center/Student_Resources/Registration_Checklist.pdf

If you have questions regarding NCAA eligibility, please consult with your coach. If you have questions regarding a fee waiver, please contact your high school counselor. An excellent resource for students interested in playing sports while in college is found following this link: http://fs.ncaa.org/Docs/eligibility_center/Student_Resources/CBSA.pdf

CLUBS, ORGANIZATIONS AND SPORTS

Clubs, organizations and sports vary from school to school; contact your school or the website for more information. Your school will have a list of all of the clubs, organizations and sports and the name of the sponsor for you to obtain more information on how to join or try out. Students can also begin to keep track of these activities by creating an Excel spreadsheet to document each time the student completes a community/volunteer activity. The student may also be able to get a form from the school counseling office to document activities.

ALTERNATIVE LEARNING OPTIONS

WORK-BASED LEARNING

The Work-Based Learning Program is an extension of classroom instruction that enables students to apply skills learned in academic and technical classes to the workplace. School-based activities and work-based activities are planned and supervised by the school facilitator and selected employers to ensure the continuity of academic and technical skill training. Application of these skills is enhanced through the implementation of specific training agreements based on industry-validated skill standards. The Work-Based Learning Program is open to students in grades 11-12 through an application process. Applications are available in the school counseling office.

ONLINE LEARNING OPTIONS

Learning online is different than learning in a traditional classroom. Courses taught online are just as academically rigorous as traditional classroom instruction but offer added flexibility and opportunity. Students must be self- motivated and able to work independently. Henry County Schools currently offers full-time and part-time online learning options for students in grades 6-12.

A. Supplemental Courses (less than half the student's schedule) are taken at the school as part of the regular school day. Supplemental Courses are offered through Henry County Impact Academy and Georgia Virtual School. Online learning opportunities provide students with flexibility to address coursework needed to complete graduation requirements. See the directions below for signing up for these courses.

   a. Henry County Schools will not pay for courses being taken for credit recovery, enrichment, or acceleration outside of the regular six (6)/seven (7) period school day or four (4) period school day. There will be no charge to the student or parent if the online course is taken in lieu of any course during the regular school day. If an online course is chosen outside the school day, the student is responsible for the cost of the course.
   b. High school students who qualify for hospital/ homebound instructional support may participate in online coursework for high school credit as appropriate.
   c. Henry County approved online courses are listed on the Henry County Online Academy website.
   d. Students shall take the appropriate Georgia End-of- Course Assessment (EOC) for online courses that require an EOC for course credit.

B. **Impact Academy:** Impact Academy is a virtual school that allows students to take on-line classes. Impact Academy is available to students in 6th-12th grade.

   The mission of the Impact Academy is to provide a flexible, standards-based, rigorous learning environment for Henry County Schools' students. The vision of the Impact Academy is to Inspire, Engage, and Transform by providing opportunity through flexibility.

Additional information for Impact Academy:

- Uses cutting-edge technology and comprehensive instructional design to reach the different learning styles and multiple intelligences of the students
- Provides a rigorous, engaging, and interactive curriculum that ensures student success
- Blends courses with virtual and on-campus instruction with staff
- Provides a comprehensive support system through face-to-face help sessions, online office hours, webinars, how-to support, professional school counselors, and multiple modes of communication with staff

Enrolling in Impact:

- Enrollment at Impact will occur during the months of December and January for the upcoming school year.
- Enrollment at Impact Academy is a year-long commitment.
- If you are interested in enrolling in Impact Academy and missed the enrollment window, students will be placed on a waitlist.
- Students who transfer into Henry County Schools from a district in which they were previously enrolled in an online program, will be permitted to enroll at Impact Academy pending availability at the current grade level.
- For more information, check out the Impact Academy website- https://www.henry.k12.ga.us/IA

PROCEDURES FOR STUDENTS REQUESTING AN ONLINE LEARNING OPPORTUNITY

A. Students Requesting Supplemental Online Courses

a. Students seeking to take less than half their course schedule online will first seek advisement from their assigned school counselor.
b. After students are registered, an email will be sent to the student with their username and password.
c. The student remains at the zoned school and works on coursework during the assigned class period.
d. EOC assessment will be taken at the zoned school.

B. Students Requesting Online Courses from Other Institutions

a. Students who want to participate in an online course from another institution **must seek advisement and written authorization from their assigned school counselor** prior to enrolling.
b. Students seeking permission to participate in an online course from another institution must complete the Request for Approval to Take an Online Course form. Requests must be made a minimum of 14 calendar days prior to the start of the course. Forms must be fully completed and submitted to the Henry County Schools Curriculum and Instruction Department where the course will be reviewed to assess whether it meets certain criteria:
c. It is from an **accredited** institution approved by the Henry County Schools Board Policy.
d. It meets the Henry County Schools curriculum standards.
e. After consulting with a school counselor, agreeing on the best course of action, and receiving appropriate written authorization from both the counselor and Leadership Services, a student may register for a course offered through an institution other than the Henry County Schools Impact Academy.
f. It is the student's responsibility to complete all coursework and final exams within a time frame that enables the online institution to provide a course transcript to their home school seven (7) calendar days prior to the close of the semester.
g. Students who take one of the courses that require an EOC must arrange with the school counselor or school testing coordinator to take this test before credit can be awarded.
h. Students who participate in online coursework without appropriate prior authorization will not receive course credit.
i. Students will be notified of the course status before the start date of the course.

CREDITS EARNED THROUGH DISTANCE LEARNING DELIVERY METHODS

Approved Course Providers

Students who wish to access virtual courses that may not be available at their home school, or who need to take additional courses beyond their regular schedule, are encouraged to enroll in courses offered through the Henry County Online Academy (HCOA): https://www.henry.k12.ga.us/hcs-branding/henry-county-online-academy-hcoa.

Other Course Providers

When a student's academic or instructional needs cannot be met by the school where the student is enrolled or courses from the Henry County Online Academy, such as a student needing to recover credit for multiple courses, or the course is not offered in the district; Henry County Schools will accept credit from other appropriately accredited high school institutions. These courses must meet local and state standards. The student is responsible for providing the enrollment application to the out of district course provider. Additionally, the student is responsible for obtaining and providing a copy of the institution's course description and outline for delivery. If required, a school official will sign the enrollment application. Please note that the signature of the school official only indicates that the course applied for will be accepted for credit based on Georgia High School Graduation requirements. The signature does not indicate that the course covers the Georgia Performance Standards (GPS) requirements, or that the course will adequately prepare the student for the End of Course (EOC). Students and parents are responsible for determining if the course is accepted by the NCAA Clearinghouse.

A. A copy of the application or other documentation will be filed in the student's permanent record.
B. Grades earned will be posted on the student's transcript as transferred credit.
C. The student is responsible for notifying the local school if a course is dropped.
D. The student must take the EOC if enrolled in an EOC course before credit can be awarded and entered on the transcript.

In order to receive a high school diploma and/or participate in graduation ceremonies, the local school must receive transcripts no later than seven (7) days before graduation. The scheduling and administration of the sending school's final exam/end of course exam is the responsibility of the parent and/or student. All final exams must be proctored by a certificated Henry County Schools employee. All costs for course instruction, books and other materials are the responsibility of the parent and/or student. All books and study materials will be sent to the parent/student home address. Exams must be sent to the student's school of attendance, so that appropriate proctoring can be arranged for assessment administration. Henry County Schools' employees are not responsible for providing information concerning the policies of out-of-system educational institutions.

HIGH SCHOOL CREDIT IN MIDDLE SCHOOL

Students in middle school have the opportunity to earn high school credit in a number of classes. These classes may include math, science, world languages, English, and arts. Each middle school will determine which classes will be offered. Courses offered in middle school will follow the same standards, curriculum, and procedures found in high schools.

A. 80% of the student's grade will be determined by course work, assessments, and projects assigned in the class.
B. 20% of the student's grade will be determined through a Georgia Milestone End of Course Assessment or a final exam.
    a. Students who are enrolled in an EOC required course will take the related EOC assessment regardless of whether they are awarded high school credit for the course. The EOC shall count as a portion of the final grade.
    b. Students enrolled in an EOC course must take the associated grade-level content EOG in ELA, mathematics, and social studies.
    c. The Physical Science EOG shall be administered only to 8th grade students enrolled in the high school Physical Science course.
        i. The Physical Science EOG shall not count as the final exam or in students' final grade.
        ii. The Physical Science EOG shall not be administered to any other middle school students or to high school students enrolled in Physical Science
C. All coursework completed in middle school for high school credit will appear on the high school transcript and will impact the overall high school GPA.
D. All coursework completed in middle school for high school credit for World Languages will count towards pathway completion and the Georgia Department of Education's International Skills Diploma Seal requirements.
E. Grades earned for coursework completed in middle school for high school credit **will not** be calculated in the HOPE GPA.
F. Students have the option to retake high school courses attempted in middle school under the following circumstance:
    a. Student withdraws from the course at some time during the school year (thus not earning credit).
G. Students taking Algebra: Concepts and Connections, and/or Physical Science as 8th graders are strongly advised of the following:
    a. Replace an elective course with a 5th year of math as a senior (this is particularly essential for college bound students).
    b. Not taking a math course senior year greatly jeopardizes college entrance and will negatively impact student success on college entrance exams and applications.
    c. Replace an elective course with a 5th year of science as a senior. Not taking enough rigorous science classes greatly jeopardizes college entrance and success on tests like the ACT or SAT.

CREDIT EARNED THROUGH DEMONSTRATING COMPETENCY or "TESTING OUT"

Students are offered the opportunity to earn high school credit for *any* course for which there is an EOC by demonstrating mastery on state End-of-Course Tests, or "Testing Out" of courses not yet attempted. In order to qualify for this opportunity, students must:

A. Earn a grade of "B" or better in the prerequisite course
B. Obtain recommendations from the prerequisite teacher and current counselor
C. Have parent permission
D. Make the request prior to attempting a course
E. Only attempt once per Georgia Milestones End of Course Assessment: A fee of $50 per test will be assessed for each test attempted. If the student demonstrates competency by earning a grade of 90 or better on the EOC ("Distinguished" performance level), the fee will be refunded, and the student shall be awarded high school credit for the course based on the test score. If the student does not reach the "Distinguished" performance level, the fee will be paid to the state's testing vendor, and the student must take the required course.
F. Native Speakers In lieu of Enrollment may be applied with school counselor recommendation and World Languages Department approval. The Native Speakers in Lieu of enrollment option is available to students who are native speakers of languages other than English and meet the language proficiency assessment requirements. Henry County Schools recommends Native Speakers of languages other than English to continue their World Language education by pursuing a language pathway in their native language (when the language option is available at the respective school) by taking a third World Languages course in the same language which would lead to the World Languages Pathway completion and help the student obtain the highest levels of proficiency in their native language.

Students and parents should work closely with their school counselor to consider the impact of this option, including class rank, NCAA eligibility and other academic considerations related to testing out.

ADVANCED CONTENT COURSEWORK & EARNING COLLEGE CREDIT

ADVANCED PLACEMENT

The Advanced Placement Program (AP) is an educational opportunity for students to successfully complete college-level courses while they are still in high school. The AP Program is administered by the College Board under the advisement of national groups of educators. AP courses are college level courses taught by high school teachers. Students are expected to participate in college level assignments, which may include preparation during the summer preceding the course, and to produce high quality work, which may take time. AP courses are characterized by an immersion in college-level content, an accelerated pace, and a focus on a students' ability to synthesize and evaluate material. Students who take AP courses are expected to take the AP exams administered at the end of the courses. In addition to high school credit, and in accordance with individual college/university policies, college credit or advanced placement standing may be awarded to students based on their performance on the AP exams. The cost of the AP Exams can be obtained from the student's zoned school. The AP program provides an opportunity for students to develop tools that will serve them well after high school. Participation in AP courses can:

- foster critical thinking skills, study skills, reading skills, and writing skills
- improve a student's chances of getting into college
- unlock additional chances for scholarship money.
- increase the likelihood students graduate college in four years.
- provide advanced standing in college, earned with a qualifying AP Exam score.

Grades for AP courses receive additional quality points when a student's GPA is calculated. These additional points are added by Henry County Schools and are NOT used in the calculation of the HOPE scholarship GPA or by many colleges. Colleges, universities, and the Georgia Student Finance Commission (HOPE) add their own uniform point values for AP courses. Please refer to Board Policy Regulation IHA-R for additional information regarding weighted GPA extra quality points.

A variety of information, including results of the PSAT/NMSQT and data from AP Potential, may be used to encourage students to take AP courses. Parents/guardians are encouraged to provide support and encouragement for their students to take these courses. Parents/guardians and students are invited to attend informational meetings about AP opportunities. Enrollment in AP classes will be for the entire year or semester, depending on the course. For additional information on AP courses, see the course descriptions section or contact your zoned school.

HONORS CLASSES

Students may take Honors level classes in English, mathematics, science, social studies, and world languages. Honors courses are rigorous and challenging courses that:

- provide greater depth than other courses and requiring more critical reading and analytical writing
- prepare students for advanced coursework, such as AP and DE classes.

Honors courses are designed to nurture a student's desire to learn, engagement in creative thinking, and willingness to work collaboratively and independently. Students enrolled in Honors courses engage in authentic learning with an emphasis on developing an understanding of the depth and breadth of the curriculum. Students will be expected to complete high-quality work which may take time, as well as outside projects, including research projects, such as Science Fair, Science Symposium, Science Olympiad, and/or National History Day projects. Placement in Honors classes will be for the entire year or semester, depending on the course.

Parents/guardians are encouraged to provide support for their students to take these classes, and both parents/guardians and students are invited to attend informational meetings about Honors opportunities. Please contact your school for additional information.

DUAL ENROLLMENT PROGRAMS

Dual Enrollment (DE) Programs provide opportunities for Georgia high school students to take college-level courses and earn concurrent credit toward a high school diploma and a college degree while still in high school. The student must meet all requirements for the DE program, be accepted by an eligible institution, and courses must be approved by the high school counselor. Students may enroll full-time or part-time in credit-bearing college-level courses approved by the State Board of Education. Students in 11th and 12th grades, and eligible 10th graders may be able to participate in a DE program.

Participation in post-secondary programs does not excuse the student from meeting mandated assessment requirements, such as any applicable Georgia Milestones (End of Course Assessments-EOC). Each student must provide their home high school with evidence of successful completion of post-secondary/college course work by presenting a transcript from the university or college.

Participating students are responsible for securing information about high school activities such as ordering class rings, invitations, caps and gowns, yearbooks, and graduation ceremonies. Students participating in any post-secondary program are eligible to participate in competitive and other extracurricular activities, following the provisions of State Board Rule 160-5-1-.18, as long as their schedule can accommodate practices, games, etc. without interfering with their completion of post-secondary course requirements. However, conflicts could occur which could prevent students from participating.

Prior to enrollment, each student participating in any post-secondary program and the student's parent(s)/guardian(s) must sign a document at the high school stating they have a clear understanding of the student's responsibilities and a participation agreement. By signing the document, the student and parent(s)/guardian(s) acknowledge the possible consequences to the student's plans for completing requirements for a high school diploma, to the student's rank in class, withdrawing from a course, retaking a course, and to the student's participation in extracurricular activities. If the student fails to enroll in the postsecondary institution as planned, withdraws from the postsecondary institution, the postsecondary institution removes the student, or the student drops a course at the postsecondary institution, there is no guarantee that the student's schedule at the high school can accommodate re-taking the class and the student may have to attend summer school to graduate on time. Depending on the nature of the postsecondary program, there could also be financial implications as well as an inability to earn sufficient credits for graduation.

Before enrolling in any course, students interested in DE programs must contact the school counseling office for current information on eligible institutions, contact information, approved courses, and transferable credit. You may also visit the Georgia Student Finance Commission website at https://www.gafutures.org/hope-state-aid-programs/scholarships-grants/dual-enrollment/or the Henry County DE webpage for more information: http://www.henry.k12.ga.us/domain/8984.

All grades received from DE institutions must be placed on an official transcript from the institution to be awarded credit. Only official grades that appear on an official transcript for the DE college or university will be entered on the HCS transcript. If the transcript from the college or university has alpha grades only, HCS will use the transfer grade conversion chart below. The official awarding of credits for any postsecondary course must meet the requirements of the Henry County Board of Education Policy JBCD.

Academic grades reported from the college or university at the completion of each course is either alpha numeric grades or numeric grades and they are recorded as they appear on the official transcript. Grades reported as alphanumeric only (i.e., A, B, C, etc.) are converted to the numeric grade using the conversion table below:

DE/Dual Enrollment Grade Conversion	
Letter Grade	**Numerical Equivalent**
A+	98
A	95
A-	93
B+	88
B	85
B-	83
C+	78
C	75
C-	74
D+	73
D	71
D-	70
F	55

*Please visit http://www.henry.k12.ga.us/domain/8984 for the most complete and up to date information on all Post-Secondary and Dual Enrollment Programs.

INTERNATIONAL SKILLS DIPLOMA SEALS

In today's global marketplace, it is important for students to acquire the interdisciplinary skills they need to be globally competent and competitive. The International Skills Diploma Seal is awarded to graduating high school students who complete an international education curriculum and engage in extracurricular activities and experiences that foster the achievement of global competencies. It is a signal to employers and higher education institutions that a student is prepared to participate in the global economy. The requirements for an international skills diploma seal are listed below:

1. A total of 8 courses that include 3 or more years of World Language in the same language (WL Pathway completion) and/or ESOL courses (WL and ESOL courses can be a combination) and 4 or more years of International Focus courses from the GaDOE pre-approved list.
2. A total of 4 Extra-curricular activities with international focus; (e.g. exchange programs, international language club travel abroad.
3. 20 hours or more Community Service-Learning hours with global/cross-cultural public service project; and
4. Capstone presentation on global experiences presented Senior year in February/March.

Additional Information can be located on the following site: International Skills Diploma Seal (GaDOE)

GEORGIA SEAL OF BILITERACY

The Georgia Seal of Biliteracy recognizes high school graduates who have obtained the highest levels of proficiency in speaking, reading, and writing in one or more languages in addition to English. The purposes of the Georgia Seal of Biliteracy are to encourage pupils to study foreign languages; to certify attainment of biliteracy; to provide employers with a method to identify people with language and biliteracy skills; to provide universities with a method to recognize and give academic credit to applicants seeking admission; and to recognize and promote foreign language instruction in public schools. To qualify for the Georgia Seal of Biliteracy, a high school graduate shall meet the following criteria:

1. Completion of all English language arts requirements for graduation with an overall grade point average of 3.0 or above in those classes; and
2. Proficiency in one or more languages other than English, demonstrated by passing a world languages advanced placement examination with a score of 4 or higher or approved GaDOE proficiency assessment when an AP program is not available for the language.

The Department of Education shall prepare and deliver to participating local school systems an appropriate insignia to be affixed to the diploma or transcript of the pupil indicating that such pupil has been awarded a Georgia Seal of Biliteracy. Additional information can be located on the following site: Seal of Biliteracy – Georgia Department of Education

CIVIC ENGAGEMENT DIPLOMA SEAL

The Georgia Department of Education Social Studies Civic Engagement Diploma Seal recognizes high school graduates who have engaged in the active application of Social Studies skills. Program requirements include specific coursework, community service, demonstrated proficiency in the knowledge of American Government, and civic engagement activities, which can be met during any of the four years of high school.
Additional information can be found on the Georgia DOE Social Studies webpage at: https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Social-Studies.aspx.

CAREER READY DIPLOMA SEALS

The Career Ready Diploma Seal is awarded to graduating high school students who complete a series of accomplishments as outlined by the DOE and engage in activities, courses, and experiences that foster career readiness. The diploma seal is a signal to employers that a student is prepared to participate in the workforce. Additional information can be located on the following site: https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/career-seals.aspx

FINE ARTS DIPLOMA SEALS

Georgia public high school students may complete a Fine Arts Pathway in Dance, Music, Theatre, or Visual Art by taking a series of 3 full credits in one fine art subject area. There is no end of Pathway tests for the Fine Arts Pathways. Students who complete an additional fourth credit in the arts, complete 20 hours of arts-related community service and a capstone project are eligible for the Fine Arts Diploma Seal in approved school districts. Additional information can be located on the following site: https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Fine-Arts.aspx

GEORGIA MATCH PROGRAM

GEORGIA MATCH is a simple way for students to know why they are eligible for admission, based on their recent high school calculated HOPE GPA (HOPE grade point average found on GAFutures). The colleges and universities listed on the student's GEORGIA MATCH letter represent a provisional acceptance only and does not guarantee acceptance to a college or university or a specific major/program of study. Students will still need to apply to the college of their choice from their GEORGIA MATCH letter. An official admissions status is determined by the college or university using their admission criteria and the student's final transcript and high school graduation status.

GOVERNOR'S HONORS PROGRAM

The Governor's Honors Program (GHP) is a summer instructional program designed to provide intellectually gifted and artistically talented high school students challenging and enriching educational opportunities not usually available during the regular school year. GHP participants acquire the skills, knowledge, and attitudes to grow as independent, life-long learners. Sophomores and juniors in Georgia's public and private schools may be nominated by their teachers for the Governor's Honors Program.

Students are nominated in a specific instructional area based on their abilities, aptitudes and interests. Major instructional areas include communicative arts (English); world languages; mathematics; science; social studies; visual art; theater (performance and design); vocal and instrumental music; dance; mechanical design, mechanical and electrical engineering, computer science, and Agriscience. While at the summer instructional program, students will choose an additional minor focus

REACH Georgia SCHOLARSHIP PROGRAM

Henry County Schools is continuing the partnership with the Realizing Educational Achievement Can Happen (REACH) Program to provide scholarship opportunities to economically disadvantaged, academically promising Henry County students. REACH GA directly addresses this critical need, generating opportunities for more Georgia students to enter the postsecondary education pipeline, and subsequently, for more college graduates to enter the diversified workforce of the future. REACH Georgia is a mentorship and scholarship program that provides students with the academic, social, and financial support needed to graduate from high school, gain access to college and achieve postsecondary success. Upon successful completion of the program, qualifying students earn a $10,000 scholarship ($2,500 max/year or $1,250/semester) towards the cost of attendance at a HOPE- eligible postsecondary institution. Students are eligible for this scholarship in 8th grade. For additional information please visit https://www.henry.k12.ga.us/Page/150673 or https://www.gafutures.org/hope-state-aid-programs/scholarships-grants/reach-georgia/. Your middle school counselor is available to provide information about the REACH GA program.

YOUTH LEADERSHIP HENRY

Youth Leadership Henry is an annual program sponsored by the Henry County Chamber of Commerce. The purpose of Youth Leadership Henry is to identify emerging leaders, to bring them together in an atmosphere conducive to the free exchange of ideas, and to provide them with an enlightening educational experience. Participants are taught leadership skills while learning about the various government, economic and social sectors of the community. Upon completion of the program, participants will have an increased awareness of the vital issues and needs of the community and be challenged to be responsible and engaged leaders. For additional information, please review the website: http://www.youthleadershiphenry.com/index.html.

LEARNERS PERMIT

A Learners Permit is for drivers 15 years of age. Also, known as an Instructional Permit.

A. Make sure you plan ahead and complete the required form and schedule an appointment. Once you submit the required form, the form is valid for 60 days.
B. Obtain the required documents
    a. Documents showing your identity, address, full social security number, and US citizenship or proof of lawful status in the US.
    b. Proof of school enrollment
        i. Check with your main office staff to have the Certificate of School Enrollment (DS-1). This form must be completed & dated within the past six months
        ii. Transcript provided by the most recent school of attendance; transcript does not have to be certified.
        iii. Most recent progress or grade report
        iv. current school identification card issued by school
    c. If you were issued a driver's license/permit/ID card in another state, and that card has been lost or stolen: You must provide a certified copy of your driving record or motor vehicle report from the state that issued the card. The MVR must be dated within the last 30 days.

C. All documents must be in English
D. For additional information on how to obtain your Learner's Permit, check out this website: https://dds.georgia.gov/how- do i-learners-permit

WORK PERMIT

- Work permits no longer required for youth aged 16 and older unless you want to work in entertainment.
- Please see the Minor Instructions (for minors after 14 and 15, including home schooled/homeschooled minors).
- Minor must secure potential employment prior to completing an application and the employer must complete their section of the work permit application online.
- Once both the minor and employer complete their sections of the work permit application, the work permit can be issued by the authorized issuing officer.
- Minors attending a GA School must present a certified copy of their birth certificate and Minor Security Key (received when the application is completed) to the issuing officer at their school after the employer complete their portion of the application and are issued an employer's security key.
- Please visit the Georgia Department of Labor Site by clicking here for an application.

SCHOLARSHIPS AND FINANCIAL AID

FINANCIAL AID

There are several types of financial aid: grants, scholarships, work study jobs, loans, aid for military families, and aid for international study. To obtain any of these forms of financial aid, you will need to complete the Free Application for Federal Student Aid (FAFSA). For more information on the types of financial aid and how to complete the FAFSA, please review the website: *Federal Student Aid.* If you need a guide to help you complete the FAFSA, there is a step-by-step process just for you: *FAFSA Application Completion*

HOPE SCHOLARSHIP/GRANT PROGRAM

The Georgia Student Finance Commission, a state agency, calculates HOPE averages based on transcript information provided by Henry County Schools. Georgia's HOPE Scholarship is available to Georgia residents who have demonstrated academic achievement. The scholarship provides money to assist students with their educational costs of attending college in Georgia. The HOPE Scholarship includes tuition at approved Georgia public colleges and universities. To qualify, students must have graduated from a Georgia high school with a 3.0 cumulative grade point average on a 4.0 scale. Students must maintain a 3.0 GPA to keep the HOPE Scholarship while in college. The GPA utilized for HOPE/Zell Miller can only be located on GAfutures and not the individual transcripts processed at the student's zoned school.

The Zell Miller Scholarship program is for students who have demonstrated academic achievement and are seeking a college degree. Generally, to become eligible, a student must graduate from an eligible high school with a 3.70 GPA combined with a minimum score of 1200 on the math and reading portions of the SAT test or a composite score of 25 on the ACT test in a single national test administration. Also, a student may become eligible for the Zell Miller Scholarship by being the designated valedictorian or salutatorian. Students must also meet the rigor requirements to become eligible for the Zell Miller Scholarship.

Beginning with students graduating from high school on or after May 1, 2017, to be eligible to receive a HOPE scholarship, a **student must earn four (4) full credits** in rigor courses from the following categories, prior to graduating from high school:

A. Advanced math, such as Advanced Algebra: Concepts and Connections, Precalculus, Statistical Reasoning, or an equivalent or higher course.
B. Advanced science, such as Chemistry, Physics, Biology II, or an equivalent or higher course.
C. Advanced Placement courses in core subjects (English, math, science, social studies, and foreign language).
D. International Baccalaureate courses in core subjects (English, math, science, social studies, and foreign language).
E. Courses taken at a unit of the University System of Georgia//DE in core subjects (English, math, science, social studies, and foreign language) where such courses are not remedial and developmental courses; or
F. Advanced foreign language courses.

Please review the following site for a list of rigorous courses: https://www.gafutures.org or HOPE Rigor List

The following is a list of requirements for eligibility to receive HOPE (*This information is subject to change based on action by the Georgia legislature*):

a. You must be a U.S. citizen or permanent resident alien.
b. You must be a legal Georgia resident, which in most cases means that you must have lived in Georgia for at least 12 consecutive months at the time you graduate from high school. Dependent children of military personnel stationed in Georgia are eligible if they graduate from a Georgia high school.
c. You must attend one of the 107 approved colleges, universities, or technical institutes in Georgia to be eligible for HOPE. **Out-of-state schools are not eligible.**
d. If you decide to attend a public postsecondary school in a degree program, you must meet GPA requirements to be eligible.

Georgia's HOPE Grant (a separate program from the HOPE Scholarship) is available to residents of Georgia who are attending eligible colleges or universities in Georgia to earn a certificate or diploma regardless of high school graduation date or grade point average. However, continuing education programs are not eligible. Beginning in the Fall 2011, the HOPE Grant Award Amount will cover a portion of a student's tuition.

This section reflects HOPE scholarship information from gafutures.org. During a student's high school career, students must make sure to stay informed about any changes to this statewide program. Additional information is available from your counseling office and through: Georgia Student Finance Commission 2082 East Exchange Place, Tucker, Georgia 30084, (770) 724-9003 or 1-800-505-4732 Web address: https://www.gafutures.org or https://gsfc.georgia.gov

APPLY FOR SCHOLARSHIPS

Finding scholarships, summer programs, and career information can be quite the chaotic challenge; however, we have provided a kick start to the process. Remember, searching for scholarships should be free. Please avoid scholarship scams. According to Fastweb, there are 12 tips on winning a scholarship:

(1) Start searching for scholarships as soon as possible. Don't wait until senior year or you will miss half the deadlines. There are scholarship available for students in grades K-12.
(2) Answer all the optional questions on a scholarship matching web site for about twice as many matches.
(3) Use free scholarship matching services like fastweb.com or scholarships.com.
(4) Look for local scholarships on bulletin boards near the school counseling office, Google Classroom, etc.
(5) Apply to every scholarship for which you are eligible. Pursue less competitive scholarships, such as small awards and essay contests, since they are easier to win, and the money adds up and helps you win bigger scholarships.
(6) Do not miss deadlines. Use a calendar and checklist to get organized.
(7) Tailor your application to the sponsor's goals. Read and follow instructions carefully.
(8) If you have difficulty writing essays, try recording yourself as you answer the question out loud, and transcribe the recording later. Most people can think and speak faster than they can write or type. Create an outline afterward to organize your thoughts.
(9) Personalize your essay and be passionate. Write about something of interest to you. Make your application stand out from the crowd. Talk about your impact on other people. Give examples and be specific.
(10) Google your name and make sure you have a professional online profile. Use a professional email address, such as firstname.lastname@gmail.com. Clean up the content of your Facebook account, removing inappropriate and immature material.
(11) Proofread a printed copy of your essay and the application for spelling and grammar errors.
(12) Make a photocopy of your application before mailing it. Send the application by certified mail, return receipt requested or with delivery confirmation.

Henry County Schools offers a host of scholarship information on our webpage and Henry Futures/Naviance has a wealth of scholarships for HCS students. Also, check out scholarships and colleges by creating an account on the following sites:

- *Scholar Snapp -* A free, simple to use data standard that allows students to reuse their application information - including contact information, essays, transcripts, etc. - from one scholarship application to another thereby streamlining the college scholarship application process.
- *Career One Stop-* Search more than 8,000 scholarships, fellowships, grants, and other financial aid award opportunities.
- *Common App*-Explore more than 900 colleges & universities and scholarships.
- *Jlv College Counseling*- Explore thousands of scholarships and contests.
- *Scholly* – A mobile app that provides students with a fast and simple way to find scholarships for college. (Created by Christopher Gray, a Coca-Cola Scholar!)
- *Coca-Cola Scholars Foundation*- Scholarship opportunity supported through Coca-Cola Company and Coca-Cola bottlers. *Learn more about the creation of Coca-Cola Scholars Foundation.*
- *Fastweb* – Create a profile and let fastweb do the research on scholarships, internships colleges and more for you.
- *Questbridge-* The National College Match: Are you a low-income high school senior who has excelled academically, but feels that the nation's best colleges are financially out of reach? The QuestBridge National College Match can be your pathway to a top college. Through this college and scholarship application process, you can apply for free to *the nation's best colleges* and be considered for early admission and a full four-year scholarship from the college
- *CashCourse* – Information that helps college students stay financially informed.
- *Cappex*– A free website where you can learn which colleges want you before you apply and learn about more than $11 billion in merit aid scholarships.
- *Scholarships.com*– A free college scholarship search and financial aid information.
- *Scholarship America*– Provides information and resources for your scholarship search.
- *HS Finder (Hispanic Scholarship Fund)*– Scholarship information for Latino students.
- *Thurgood Marshall College Fund*– Provides scholarships, programmatic and capacity building support to the 47 public Historically Black Colleges and Universities (HBCUs).
- *Gates Millennium Scholars*-Provides outstanding low income African American, American Indian/Alaska Native, Asian Pacific Islander American, and Hispanic American students with an opportunity to complete an undergraduate college education in any discipline they choose.

- *Asian & Pacific Islander American Scholarship Fund* – The nation's largest non-profit organization devoted to providing college scholarships for Asian Americans and Pacific Islanders (AAPI).
- *American Indian College Fund*– Provides Native American students with scholarships and financial support for the nation's 33 accredited tribal colleges and universities.
- *Dell Scholars Program*– Recognizes academic potential and determination in students that have a definite need for financial assistance.
- *UNCF* – Awards 10,000 students each year through 400 scholarship and internship programs so that students from low- and moderate-income families can afford college tuition, books and room and board.
- *Reagan Foundation Scholarships* - Scholarship opportunities for outstanding student leaders.
- *The NSHSS Foundation* - The NSHSS Foundation fosters the growth of students pursuing the STEAM (science, technology, engineering, arts, and math), business, economics, public policy, and environmental science and sustainability fields. Through special programs, including the NSHSS Honor Society, the NSHSS Foundation connects young scholars with additional opportunities to advance their education, personal growth and career interests.
- *Going Merry*: Free scholarship search and application platform with personalized matching.

Scholarships for Undocumented Students
Scholarships.com
Best Scholarships for DACA Students
Financial Aid and Scholarships for Undocumented Students

Selective Service

Almost all male US citizens and male immigrants, who are 18 through 25, are required to register with Selective Service. There are several reasons male US citizens and male immigrants must register for selective service:

- Selective Service registration is required by law as the first part of a fair and equitable system that, if authorized by the President and Congress, would rapidly provide personnel to the Department of Defense.
- By registering, a young man remains eligible for jobs, Federal student aid, State-based student aid in 31 states, federally funded job training, and U.S. citizenship for immigrant men.
- For more information about how to register, speak with your high school counselor and/or visit https://www.sss.gov

HCS GRADING SYSTEMS POLICY OVERVIEW

In April 2019, the Henry County Schools Board of Education approved policy IHA-Grading Systems that set forth an expectation that the rules governing grading in our district would be articulated in an administrative regulation that would accompany the policy. The regulation ensures consistency of practice from year to year and is on our website with the policy for our students and families to access. This regulation will be referenced in the handbook, but not repeated.

There are two (2) versions of IHA-R to ensure effective communication regarding the changes. Most students enrolled in HCS are now served by IHR- (2). This regulation applies to students who entered or are entering 9th grade for the first time in the 2019-20 school year or later.

The other version IHR-(1), and the other applies to all students who started 9th grade before the beginning of the 2019-20 school year. ***The Class of 2022 is the last official graduation cohort for this grading systems policy.***

It is important to note the changes to the grading systems policy to ensure appropriate, effective, and consistent advisement practices at all schools.

Process	Students entering 9th Grade (for the first time) 2019-2020 school year and beyond
Grading Scales	90 - 100 = A, 80 - 89 = B, 74 - 79 =C, 70 - 73 = D, Below 70 = F
Grading Categories	Practice Work= 40%, Assessment Tasks= 40%, Semester summative assessment tasks= 20%
High School Credit in Middle School	Students enrolled in a high school course **must** take the EOC, if enrolled in the course at the **start of the second semester (January)**. All coursework completed in middle school for high school credit will appear on the high school transcript and will impact the overall high school Grade Point Average (GPA). Students who entered the 6th grade for the first time in the 2015-2016 school year and later who take High School courses in Middle School that have an equivalent "honors" designation at the High School level will be considered "honors" courses for the purpose of awarding extra quality points.
Grade Point Average (GPA)	Cumulative GPA is determined by multiplying the quality points for the final grade earned for each course by the credits assigned to the course, summing the results, and dividing by the total of the credits assigned to the courses. Quality point designation: A= 4 Quality Points, B= 3 Quality Points, C= 2 Quality Points, D= 1 Quality Point, F= 0 Quality Points
Weighted GPA-Extra Quality Points	Honors, DE, & AP while enrolled in HCS will receive extra quality points. The weighted GPA will be included on the official transcript as assigned:

Non-Honors, Non-AP, Non-DE Courses Quality Points	AP & DE Courses Quality Points	Honors Courses Quality Points
A= 4	A= 5	A= 4.5
B= 3	B= 4	B= 3.5
C= 2	C=3	C= 2.5
D= 1	D=2	D= 1.5
F= 0	F=0	F= 0

Class Rank	Determined by weighted Grade Point Average (GPA) Calculated at the conclusion of the final semester of the senior year.

HOPE GPA	HOPE GPAs are not calculated at the school level. HOPE GPAs are calculated by the Georgia Student Finance Commission.
Valedictorian and Salutatorian	To be eligible for selection as valedictorian or salutatorian in Henry County Schools, students must have been consistently enrolled in Henry County Schools for the entirety of the four (4) semesters immediately preceding graduation. All units of credit earned prior to enrollment must have been earned from a state or regionally accredited school.
Latin Honors	Latin Honors is based on a student's weighted GPA: Summa Cum Laude: 4.0 and higher Magna Cum Laude: 3.8-3.99 Cum Laude: 3.63-3.79
Repeating Courses	Once a student has received credit for a course, he/she may not repeat the course for additional credit or to improve his/her grade. A student may repeat for credit a course in which he/she has received an F. Both grades must be recorded on the cumulative record and calculated into the weighted grade point average.
Transfer Credits: Accredited Schools	
Accredited Transfer Credits (transcript)	Grades of students transferring from accredited schools will be recorded as numerical grades and remain unchanged from the originating transcript. *see conversion chart*
Accredited Transfer Credits (alpha grade conversion)	Grades reported from other systems as letter or alpha grades will be converted to numeric grades using the conversion chart.
Accredited Transfer Credits (quality points)	Extra quality points will be awarded to grades being transferred from an accredited school by applying the extra quality point criteria outlined in this regulation for courses taken in Henry County Schools (only AP, Honors, and DE), and will be calculated into the GPA.
Accredited Transfer Credits (EOC)	Students who enroll from accredited schools do not have to take and pass the EOC assessment to receive credit for an EOC assessment course unless the student was concurrently enrolled in a Georgia public school while taking the course at an accredited private school.
Transfer Credits: Non-Accredited Schools/Non-Accredited Homeschool	
Non-Accredited Transfer Credits (transcript)	Transcripts will be considered on an individual basis according to HCS Policy JBCD. School credits under an individual tutor may not be accepted. Transcript credits will be validated by the school counselor.
Non-Accredited Transfer Credits (alpha grade conversion)	Transfer grades reported as alphanumeric only will be converted to a numeric grade using a conversion chart for accredited transfer grades.
Non-Accredited Transfer Credits (quality points)	Non-Accredited Transfer credits will not be awarded extra quality points.
Non-Accredited Transfer Credits (EOC)	Students who enroll from non-accredited private schools, home study programs, or other non-traditional educational centers are required to take and pass the EOC assessment with a minimum of 70 grade conversion score to receive credit for the course. A student enrolling from a non-accredited school will receive one test administration opportunity to demonstrate proficiency to earn credit for a course requiring an EOC. If the EOC is not passed on that test administration, no credit shall be granted for the course. If the course is required to be eligible to receive a high school diploma, the student shall enroll in the course and take the EOC assessment at the completion of the course.

International Transcripts

International Transcripts will be evaluated utilizing resources from (not limited to) the International Bureau of Education (World Data on Education), Classbase, and World Education Service (WES). Any student that is evaluated to have graduated from their

country of origin will be deemed a graduate by HCS schools. Other students who have not yet attained age 21 by September 1 or received high school diplomas or the equivalent shall be eligible for enrollment in appropriate education programs.

Alpha Grade Conversion Chart (Dual Enrollment and Transfer Grades)

Letter Grade	Numerical Equivalent	Letter Grade	Numerical Equivalent	Letter Grade	Numerical Equivalent	Letter Grade	Numerical Equivalent	Letter Grade	Numerical Equivalent
A+	98	B+	88	C+	78	D+	73	F	55
A	95	B	85	C	75	D	71		
A-	93	B-	83	C-	74	D-	70		

Accrediting Agencies

- Georgia Accrediting Commission (GAC)
- Cognia Accreditation
- Southern Association of Colleges and Schools (SACS)
- Middle States Association of Colleges and Schools (MSA)
- New England Association of Schools and Colleges (NEASC)
- North Central Association of Colleges and Schools (NCA)
- Northwest Association of Schools and Colleges (NASC)
- Western Association of Schools and Colleges (WASC)
- Georgia Private School Accreditation Council (GAPSAC)
- Georgia Association of Christian Schools (GACS)
- Association of Christian Schools International (ACSI)
- Accrediting Commission for Independent Study
- Alabama Independent School Association (AISA)

Colleges and Universities

Two-year colleges generally offer programs of study with an associate's degree conferred upon completion. The courses are designed to transfer to four-year colleges, should community college students decide to pursue higher education. Some two- year colleges offer specialized job training in certain areas. These studies are designed to prepare students for the workforce as soon as the program of study is complete.

Four-year colleges and universities offer bachelor's degrees and a much wider variety of studies and curriculum. Many also offer graduate studies (studies after a bachelor's degree is completed) with opportunities to earn a master's degree, doctorate, or professional degree (such as a medical doctor or lawyer). The curriculum is much broader than a two-year school and is designed to accommodate a variety of interests. Students should utilize the Henry Futures (Naviance) platform to search for colleges and universities and scholarships that fit the needs of the student.

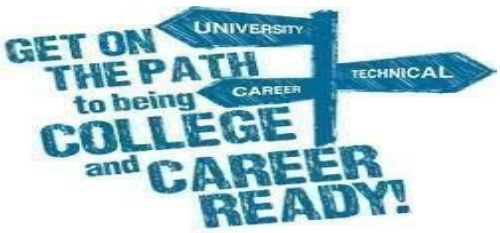
Public colleges and universities are subsidized by the states in which they are located and are generally less expensive than private colleges. However, some have significant differences between in-state and out-of-state tuition fees. Private colleges, on the other hand, are funded through endowments, tuition, and donations. They usually cost much more, but do not rule them out! Private colleges can often offer enough financial aid and scholarships to make attendance at a private college financially feasible for a student's budget.

For more information, visit:
www.fastweb.com
www.scholarships.com
http://www.ncaa.org/student- athletes/future/eligibility-center

GAfutures

GAfutures provides current and accurate educational information to schools and agencies throughout Georgia in order to help young people and adults make informed post-secondary choices. Features include individual portfolio building, test preparation, general career information, college planning, financial aid and scholarship information, military options, and personal skill and interest assessments. Each student establishes a GAfutures account in high school or upon enrollment and should maintain the same account through graduation. If a student needs a reminder about their username and/or password, they should contact their school counselor. For more information, visit: **www.gafutures.org.**

POSTSECONDARY EDUCATION



Employees are often paid more and have opportunities for promotion based upon their training and education. There is also a great deal of personal and intellectual satisfaction for achieving a college education or other post-secondary training. Upon your graduation from high school, the largest share of job openings, 48 percent, will require a high school diploma and/or up to four years of post-high school education, career/technology training, or specific work experience. Another 17 percent require a college degree or more. There are many options for students to continue their education after high school to be better prepared to enter the workforce. In general, postsecondary schools can be divided into two major categories: career/technology training schools and colleges/ universities.

Industry Specific Training Programs

Industry Specific Training Programs are privately owned and operated schools that offer a wide variety of training options in areas such as cosmetology, mechanical repair, court reporting, paralegal services, travel services, secretarial, and medical assistance. Typical vocational training programs are short, lasting from five to twelve months. However, some training programs (such as court reporting) can take up to two or three years to complete. The main appeal of these schools is their concentrated curriculum, job-training focus, and short course length.

Technical Colleges

Technical colleges are most often state/public supported and offer several different types of programs including applied associate degrees, technical diplomas, apprenticeships and certificates. Associate degree programs are typically designed to prepare students for a technical occupation and include occupational, general education, and elective courses. Technical diploma programs are often offered to meet the needs of businesses and industry to assist employees in meeting certification requirements for specific jobs. Apprenticeships are offered for those people interested in working in an industrial or service trade. The applicant enters into an agreement with an employer in which the employer assumes the responsibility of teaching the trade to the apprentice. Completion of certificate programs indicates that a particular person has completed coursework in a focused area of study. Students should utilize the Henry Futures (Naviance) platform to search for technical colleges that fit the needs of the student.

Military

Candidates must meet several basic qualifications for military entrance. There are rules governing age, citizenship, medical and health requirements to join the U.S. military. Recruits interested in joining the Army, Navy, Marines, Air Force, and Coast Guard, must also:

- Take the ASVAB (Armed Services Vocational Aptitude Battery) test
- Meet character standards, with no record of substance abuse, among other military requirements.
- To be eligible for regular enlistment in any branch, you must be 18 years old, or 17 with parental consent. The maximum age limit to join the military varies by branch.
- You must be a U.S. citizen or Legal Permanent Resident (those with an INS I-151/I-551 Green Card) to be eligible to join the U.S. Military. In some cases, properly documented non-citizens may enlist.
- Though not mandatory, a high school diploma is preferred to enlist in the military. Those holding alternative credentials (for example, a G.E.D. and certificates of attendance) and non-graduates may be assigned lower enlistment priority.

To learn more about joining the military, please visit the ASVAB website. More resources on how to join the military can be found below:

Careers in the Military: Options
What's the Difference?: Enlisted vs. Officer
What's the Difference?: Active Duty vs. Reserve
The Military Option to Pay for College
So Your Child Wants to Join the Military

College Visits/Tours

College visits are a major part of the college planning process. Students can begin visiting colleges, either in-person or virtually, as early as 9th grade (or prior to high school). Individual college visits can be scheduled directly through the college admission office or students can participate in group tours through their high school or outside organizations.

Helpful Links for College Tours:

A. Students should utilize Henry Futures (Naviance) to take advantage of virtual college tours offered in the platform.

B. College Board's Campus Visit Checklist: https://secure-media.collegeboard.org/CollegePlanning/media/pdf/campus-visit-checklist.pdf
C. 10 Ways to Learn About Colleges Online: https://bigfuture.collegeboard.org/find-colleges/campus-visit-guide/10-ways-to-learn-about-colleges-online
D. Virtual College Visit Websites
    a. YouVisit- https://www.youvisit.com/collegesearch
    b. Campus Tours- https://campustours.com

UNIVERSITY SYSTEM of GEORGIA COLLEGES & UNIVERSITIES (USG) AND TECHNICAL SYSTEM OF GEORGIA COLLEGES (TCSG)

University System of Georgia (USG)

The Board of Regents serves as the governing board for the University System of Georgia's colleges and universities. The institutions are divided into three sectors: research universities, comprehensive universities and access colleges. Admission to research and comprehensive institutions is competitive and students completing minimum requirements are not guaranteed admission. https://www.usg.edu/

RESEARCH UNIVERSITIES	
Augusta University Georgia Institute of Technology Georgia State University University of Georgia	
COMPREHENSIVE UNIVERSITIES	
Georgia Southern University Kennesaw State University University of West Georgia Valdosta State University	
STATE UNIVERSITIES	**STATE COLLEGES**
Albany State University Clayton State University Columbus State University Fort Valley State University Georgia College and State University Georgia Southwestern State University Middle Georgia State University Savannah State University University of North Georgia	Abraham Baldwin Agricultural College Atlanta Metropolitan State College College of Coastal Georgia Dalton State College East Georgia State College Georgia Gwinnett College Georgia Highlands College Gordon State College South Georgia State College

Technical College System of Georgia (TCSG)

Technical College System of Georgia encompasses Georgia's technical colleges, and they are ready to help launch your future! Last year, more than 37,000 students graduated from the 22 colleges of the Technical College System of Georgia. Today, 99 percent of these graduates are presently either employed or continuing their education! As students investigate which technical college and program best meet their goals, they will join the thousands of other students who've discovered that technical colleges offer state-of-the art technical education in more than 600 programs. https://tcsg.edu/

TCSG Colleges
Albany Technical College
Athens Technical College
Atlanta Technical College
Augusta Technical College
Central Georgia Technical College
Chattahoochee Technical College
Coastal Pines Technical College
Columbus Tech
Georgia Northwestern Technical College
Georgia Piedmont Technical College
Gwinnett Technical College
Lanier Technical College
North Georgia Technical College
Ogeechee Technical College
Savannah Technical College
South Georgia Technical College
Southeastern Technical College
Southern Crescent Technical College
Southern Regional Technical College
West Georgia Technical College
Wiregrass Georgia Technical College

FOUR YEAR PLAN OF STUDY

High school course planning is essential to preparing for post-secondary education and careers. When choosing an effective plan of study, a student must consider career and educational goals, as well as course requirements for the student's chosen plan of study. Advisement is a huge step in completing a plan of study. School counselors and/or advisors are critical in providing key information in completing a formal plan of study. The Henry County Schools Four-Year Plan of Study (adapted from College Board's College Planning) provides an outline of course requirements and allows the student and parents/guardians to chart a plan of study for each year of high school. This plan should be monitored regularly to assure progress toward graduation.

9th Grade Planning

Ninth Grade is the foundation year of high school. It is the start of a student's high school career; therefore, it is important to work hard and take courses seriously because 9th grade is when students must earn credits to graduate and move onto the next grade level, as well as establish a high school GPA. It is very important to start the first year of high school (and every year) strong because the student's final grades become a permanent part of the academic record and are added to the student's high school transcript. Advisement with the school counselor/advisor can occur in group or individual sessions. All 9th grade students will complete specific grade level college and career readiness requirements utilizing Henry Futures (Naviance). Students will also meet with school counselors/advisors regarding course advisement and selection.

☐	**9th grade is an exciting year! It is time to focus on your post-secondary plans. By starting early, you'll be better prepared. Make sure you know which high school courses are required by colleges. Start thinking about your life after high school and identify your interests.**
☐	Don't neglect your study habits! Continue to improve your study skills. https://www.educationcorner.com/study-skills.html; https://www.khanacademy.org/
☐	Talk to your school counselors, teachers, family members or trusted adults about your plans for college. If you're not sure if college is the best option for you, talk to your counselor.
☐	Use your Plan of Study to keep track of your courses and grades. Invite your counselor to view Your Plan of Study
☐	Research college entrance requirements for the colleges you are interested in attending.
☐	Create a file of the following documents and notes: report cards, lists of awards and honors, school and community activities, and volunteer work.
☐	Research AP, Dual Enrollment courses and other honors-level courses. If you plan to attend college, find out about AP and other honors-level courses you can take.
☐	Continue to get involved in extracurricular and community activities. Remember colleges would rather see real involvement in one activity instead of a loose connection to several.
☐	Get familiar with the PSAT related assessments and ACT and/or SAT. Most four-year colleges consider applicants' scores on college admission tests. Download the free Daily Practice for the New SAT app to get a feel for the kinds of questions you might face on the SAT. Free test prep for the ACT can be located on the following website: https://www.act.org/content/act/en/products-and-services/the-act/test-preparation.html
☐	Take the PSAT. These tests will help you build your skills to take the ACT or SAT in the 11th or 12th grade.
☐	Explore summer opportunities. Volunteering and educational programs can help give you a better idea about what kind of training or career would be right for you. Sign up for college tours or view college tours virtually.
☐	Scholarships! Scholarships! Scholarships! Create accounts to apply for scholarships. Some of the popular scholarship sites are fastweb.com, scholarships.com, or download the Scholly app.
☐	College life can be a big change — you're on your own! Try taking some small steps towards independence this year, perhaps with more responsibility around your house.

10th Grade Planning

All 10th grade students will complete specific grade level college and career readiness requirements utilizing Henry Futures (Naviance). Students will also meet with school counselors/advisors regarding course advisement and selection.

☐	Check units for progress toward graduation via your Infinite Campus Academic Planner
☐	Don't neglect your study habits! Continue to improve your study skills. https://www.educationcorner.com/study-skills.html; https://www.khanacademy.org/
☐	Continue your conversations with your school counselors, teachers, family members or trusted adults about your plans for college or other career paths.
☐	Meet with your school counselor to ensure that your course schedule is challenging, if you plan to attend college. Find out about AP and other honors-level courses for junior year.
☐	Take the PSAT/NMSQT. This assessment provides valuable feedback on your college readiness and a free, personalized plan to help you start getting ready for the SAT and college. If you plan to take the SAT, take the PSAT/NMSQT in October. The scores will not count for National Merit Scholar consideration this year, but it is good practice for taking the PSAT in your junior year (when the scores will count). Download the free Daily Practice for the New SAT app to get a feel for the kinds of questions you might face on the SAT. Free test prep for the ACT can be located on the following website: https://www.act.org/content/act/en/products-and-services/the-act/test-preparation.html; https://www.khanacademy.org/
☐	Are you interested in attending a U.S. military academy? If so, you should request a pre-candidate questionnaire.
☐	Continue to get involved in extracurricular and community activities. Remember colleges would rather see real involvement in one activity instead of a loose connection to several. Many admissions officers look for well-rounded students who participate in the world around them. Extracurricular activities can help you develop time-management skills and enrich your high school experience.
☐	Along with your family, do some research about how to obtain financial aid. Many students use financial aid to cover college costs. Find out what financial aid is, where it comes from, and how you can apply for it. Read the U.S. Department of Education's *Funding Your Education* (about federal aid programs.
☐	Look into participating in academic enrichment programs, summer workshops and camps with specialty focuses such as music, STEM, arts and sciences.
☐	Attend college and career fairs. Each year one Henry County High School hosts the PROBE Fair.
☐	Scholarships! Scholarships! Scholarships! Create accounts to apply for scholarships. Some of the popular scholarship sites are fastweb.com, scholarships.com, or download the Scholly app.
☐	Investigate your options for participating in Dual Enrollment (DE). Taking classes through the Dual Enrollment Program will allow students to gain college credit and high school credit simultaneously. You must meet with your high school counselor prior to enrolling in the Dual Enrollment program.
☐	Make a list of reasons why you like different colleges and universities — programs, location, cost and soon. Tour college campuses or watch virtual tours on websites such as https://campustours.com
☐	Start thinking about what factors are important to you in choosing a college size, location, availability of extracurricular activities, for example. Begin to think about what careers interest you. Explore career searches or complete the ability explorer in your GCIS account via Infinite Campus.
☐	Keep reading! Work on your study skills as 11th grade can be academically challenging. Expanding your vocabulary and applying those new skills and knowledge will help you soar to graduation.

11th Grade Planning

All 11th grade students will complete specific grade level college and career readiness requirements utilizing Henry Futures (Naviance). Students will also meet with school counselors/advisors regarding course advisement and selection.

☐	Maintaining your grades during your junior year is important! When you apply for colleges, in the fall of your senior year, colleges will see your freshman through junior year grades. Finish strong!
☐	Don't neglect your study habits! Continue to improve your study skills. https://www.educationcorner.com/study-skills.html; https://www.khanacademy.org/
☐	Check units for progress toward graduation via your Infinite Campus Academic Planner. Make sure you take challenging classes or CTAE courses related to your career pathway.
☐	Continue your conversations with your school counselors, teachers, family members or trusted adults about your plans for college or other career paths. It is time to really focus on your post-secondary options.
☐	Meet with your school counselor to ensure that your course schedule is challenging if you plan to attend college. Find out about AP and other honors-level courses for senior year.
☐	Look out for college fairs and college tours offered at your high school or in Henry County. Continue with your college visits. Call ahead for appointments with the financial aid, admissions and academic advisors at the colleges in which you are most interested.
☐	Take the PSAT/NMSQT. This assessment provides valuable feedback on your college readiness and a free, personalized plan to help you start getting ready for the SAT and college. If you plan to take the SAT, take the PSAT/NMSQT in October. The scores **will** count for National Merit Scholar consideration this year. Download the free Daily Practice for the New SAT app to get a feel for the kinds of questions you might face on the SAT. Free test prep for the ACT can be located on the following website: https://www.act.org/content/act/en/products-and-services/the-act/test-preparation.html; https://www.khanacademy.org/
☐	Obtain schedules and forms for the SAT I, SAT II, ACT, Next Generation ACCUPLACER, and AP exams. Schedule to take your first SAT or ACT, whichever test is your best test, during the spring of your junior year. Register for the March SAT or the April ACT, whichever your best test. Research the requirements of the colleges you're interested in to learn about admission deadlines and which tests to take. Helpful websites: Act.org and/or collegeboard.org
☐	If you are interested in going into any branch of the military or want another great career aptitude, please sign up and take the ASVAB at your high school. Test prep can be located on https://www.military.com/join-armed-forces/asvab or https://www.asvabprogram.com/
☐	Are you interested in attending a U.S. military academy? If so, you should request a pre-candidate questionnaire.
☐	Continue to get involved in extracurricular and community activities. Remember colleges would rather see real involvement in one activity instead of a loose connection to several. Many admissions officers look for well-rounded students who participate in the world around them. Extracurricular activities can help you develop time-management skills and enrich your high school experience.
☐	Along with your family, do some research about how to obtain financial aid. Many students use financial aid to cover college costs. Find out what financial aid is, where it comes from, and how you can apply for it. Read the U.S. Department of Education's *Funding Your Education* (about federal aid programs.
☐	Look into participating in academic enrichment programs, summer workshops and camps with specialty focuses such as music, STEM, arts, and sciences.
☐	Attend college and career fairs. Each year one Henry County High School hosts the PROBE Fair.
☐	Narrow your list of colleges to include a few colleges with requirements at your current GPA, a few with requirements above your current GPA, and at least one with requirements below your GPA.
☐	Develop a list of 15 to 20 colleges that are of interest to you. The college search is about exploring who you are and what you want and then finding colleges that will meet your goals.
☐	Stay open to all the possibilities—don't limit your search
☐	Scholarships! Scholarships! Scholarships! Create accounts to apply for scholarships. Some of the popular scholarship sites are fastweb.com, scholarships.com, or download the Scholly app.
☐	Investigate your options for participating in Dual Enrollment (DE). Taking classes through the Dual Enrollment Program will allow students to gain college credit and high school credit simultaneously. You must meet with your high school counselor prior to enrolling in the Dual Enrollment program.
☐	Make a list of reasons why you like different colleges and universities — programs, location, cost and soon. Tour college campuses or watch virtual tours on websites such as https://campustours.com

☐	Start thinking about what factors are important to you in choosing a college size, location, availability of extracurricular activities, for example. Begin to think about what careers interest you. Explore career searches or complete the ability explorer in your GCIS account via Infinite Campus.
☐	If you're choosing your senior year classes, look for classes that will give you a strong transcript. You'll also want to look for classes that will fit your college study plans.
☐	Discuss with your teachers about writing letters of recommendation for you. Think about what you would like to include in these and politely ask your teachers if they can help. Add any new report cards, test scores, honors, or awards from the year to your file.
☐	Consider looking for a summer job or internship. Not only can you earn money for college, but you can also learn valuable employability skills such as teamwork, communication, problem solving, initiative, self-management, and planning. If you go on interviews or visits, don't forget to send thank-you notes.
☐	Keep reading! Although senior year is around the corner, keep moving forward! Work on your study skills as 12th grade. Expanding your vocabulary and applying those new skills and knowledge will help you soar to graduation.

12th Grade Planning

All 12th grade students will complete specific grade level college and career readiness requirements utilizing Henry Futures (Naviance). Students will also meet with school counselors/advisors regarding course advisement and selection.

☐	**Maintaining your grades during your senior year is very crucial! You have to finish strong! This is when you submit college applications and continue to apply for scholarships.**
☐	Don't neglect your study habits! Continue to improve your study skills. https://www.educationcorner.com/study-skills.html; https://www.khanacademy.org/
☐	Check units for progress toward graduation via your Infinite Campus Academic Planner. Make sure you take challenging classes or CTAE courses related to your career pathway.
☐	Ensure you are taking the correct courses to satisfy graduation requirements when you meet with your school counselor about your schedule and post-secondary plans.
☐	Continue your conversations with your school counselors, teachers, family members or trusted adults about your plans for college or other career paths. It is time to know your post-secondary plans.
☐	Look out for college fairs and college tours offered at your high school, in Henry County, or other locations. Continue with your college visits. Call ahead for appointments with the financial aid, admissions and academic advisors at the colleges in which you are most interested.
☐	Make a list of reasons why you like different colleges and universities — programs, location, cost and soon. Tour college campuses or watch virtual tours on websites such as https://campustours.com
☐	Start thinking about what factors are important to you in choosing a college size, location, availability of extracurricular activities, for example. Begin to think about what careers interest you. Explore career searches or complete the ability explorer in your GCIS account via Infinite Campus.
☐	Create a master list or calendar that includes tests you'll take and their fees, dates, and registration deadlines; college application due dates, ASVAB testing dates, required financial aid application forms and their deadlines (aid applications may be due before college applications); other materials you'll need (Recommendations, transcripts, etc.); your high school's transcript processing timelines and fees.
☐	Ask your school counselor to help you request a fee waiver if you cannot afford a college application or test fees.
☐	Obtain schedules and forms for the SAT I, SAT II, ACT, Next Generation ACCUPLACER, and AP exams. Schedule to take your first SAT or ACT, whichever test is your best test, during the spring of your junior year. Register for the March SAT or the April ACT, whichever your best test. Research the requirements of the colleges you're interested in to learn about admission deadlines and which tests to take. Helpful websites: Act.org and/or collegeboard.org; https://www.khanacademy.org/
☐	Be sure to have your SAT scores sent to the colleges to which you are applying.
☐	Improve your score: Many seniors retake the SAT in the fall. Additional coursework and practice with Official SAT Practice on Khan Academy, since your last test could help you boost your performance. Plus, you already know what to expect on test day.
☐	If you are interested in going into any branch of the military or want another great career aptitude, please sign up and take the ASVAB at your high school. Test prep can be located on https://www.military.com/join-armed-forces/asvab or https://www.asvabprogram.com/
☐	Are you interested in attending a U.S. military academy? If so, you should request a pre-candidate questionnaire.
☐	Continue to get involved in extracurricular and community activities. Remember colleges would rather see real involvement in one activity instead of a loose connection to several. Many admissions officers look for well-rounded students who participate in the world around them. Extracurricular activities can help you develop time-management skills and enrich your high school experience.
☐	Along with your family, do some research about how to obtain financial aid. Many students use financial aid to cover college costs. Find out what financial aid is, where it comes from, and how you can apply for it. Read the U.S. Department of Education's *Funding Your Education* (about federal aid programs.
☐	Look into participating in academic enrichment programs, summer workshops and camps with specialty focuses such as music, STEM, arts and sciences.
☐	Attend college and career fairs. Each year one Henry County High School hosts the PROBE Fair.
☐	Narrow your list of colleges to include a few colleges with requirements at your current GPA, a few with requirements above your current GPA, and at least one with requirements below your GPA.
☐	Scholarships! Scholarships! Scholarships! Create accounts to apply for scholarships. Some of the popular scholarship sites are fastweb.com, scholarships.com, or download the Scholly app.

☐	Complete the FAFSA: To apply for most financial aid, you'll need to complete the FAFSA. October 1st is the first day you can file the FAFSA.
☐	Complete the CSS Profile: CSS Profile is an online application used by certain colleges and scholarship programs to determine eligibility for their aid dollars.
☐	Prepare early decision/early action or rolling admission applications as soon as possible. November 1-15: Colleges may require test scores and applications between these dates for early decision admission.
☐	Discuss with your teachers and school counselors about writing letters of recommendation for you. Think about what you would like to include in these and politely ask your teachers if they can help. Add any new report cards, test scores, honors or awards from the year to your file.
☐	Write first drafts and ask teachers and others to read your essays.
☐	Apply to college: Submit your applications to the schools that you want to attend. Request your transcript from the counseling secretary and send your transcripts to those colleges. Make copies of all your applications before you send them. Contact the admissions office of the colleges to which you have applied to make sure that your information has been received, and that they have everything they need from you.
☐	When you choose a college that has accepted you, you will be required to pay a non-refundable deposit for freshman status and/or housing. This should ensure your place in the entering freshman class and housing.
☐	Inform the counseling secretary of where your final transcript should be sent. Most high schools have a process for sending final transcripts.
☐	Review your financial aid awards: not all financial aid awards are the same, so it is important to choose the aid package that's best for you and your family. Be sure to note what you have to do to continue receiving financial aid from year to year, and how your aid might change in future years.
☐	Don't get senioritis! Remain active and continue to study. If you are waitlisted for a college, the college will want to know what you have accomplished between the time you applied and the times you learned of the waitlisted decision.
☐	Participate in any summer orientation programs for incoming freshmen.
☐	Consider looking for a summer job or internship. Not only can you earn money for college, but you can also learn valuable employability skills such as teamwork, communication, problem solving, initiative, self-management, and planning. If you go on interviews or visits, don't forget to send thank-you notes.
☐	Have fun at graduation!!!! Have an amazing post-secondary life!

COURSE DESCRIPTIONS AND COURSE SEQUENCES

Henry County Schools curriculum is based on the Henry Teaching and Learning Standards to create clear expectations of student learning. We are committed to excellence in literacy by promoting reading, writing, and speaking/listening. Students will engage in literary experiences that include exposure to high quality texts, rigorous and personalized instruction, and activities to foster critical thinking and relevant learning. A balanced approach between core knowledge and skills, reading, writing, speaking and listening allows students to engage in all areas of learning and ultimately develop independence in their abilities. An effective mathematics classroom incorporates a variety of instructional approaches that focus on the development of conceptual understanding and procedural skills through problem-solving. A balance of these approaches allows students to engage in authentic learning, utilize the mathematical practices, and make connections. Science instruction balances core knowledge with crosscutting concepts and science and engineering practices. Through obtaining, evaluating, and communicating information, students are actively engaged in a range of learning experiences that foster a comprehensive knowledge of science. The primary purpose of social studies instruction in Henry County Schools is to support students in making informed and reasoned decisions for the public good. The Henry County model for social studies instruction balances the gathering of knowledge with application and action. Our students are engaged in quality CTAE programs preparing them for the workforce, and electives that challenge them to investigate, connect, and problem solve. Please review the course sequences and course descriptions as you navigate high school.

HENRY COUNTY CORE CONTENT COURSE SEQUENCES | ENGLISH LANGUAGE ARTS

Grade Level	Sequence 1	Sequence 2	Sequence 3	Sequence 4
	Course progression for students navigating a four- year high school diploma	Course progression for students taking accelerated courses while navigating a four- year high school diploma, please reference Honors/AP guidance	Course progression for advanced students taking accelerated/high level courses while navigating a four- year high school diploma, with early access to advanced placement or dual enrollment courses, please reference Honors/AP guidance	Course progression for students facing academic challenges in ELA while navigating a four-year high school diploma
9th Grade	9th Grade Literature and Composition	**Honors** 9th Grade Literature and Composition	**Honors** 9th Grade Literature and Composition	9th Grade Literature and Composition
10th Grade	World Literature and Composition	**Honors** World Literature & Composition	**Honors** World Literature and Composition	World Literature and Composition
11th Grade	American Literature and Composition or (11th Grade) Literature and Composition III	**Honors** American Literature and Composition or **AP** Language and Composition **or** **Honors** (11th Grade) Literature and Composition III	**Dual Enrollment** American Literature* (Dual Enrollment Course should be an approved substitute for American Lit) **or** **Honors** (11thGrade) Literature and Composition III	American Literature and Composition **or** (11th Grade) Literature and Composition III
12th Grade	British Literature and Composition or Dramatic Writing or (12th Grade) Literature and Composition IV	**Honors** British Literature And Composition or **AP** Literature and Composition or **Honors** (12th Grade) Literature and Composition IV	**Dual Enrollment** English Course **or** **Honors** (12th Grade) Literature and Composition IV	British Literature and Composition **or** **(12th** Grade) Literature and Composition IV
4 Carnegie Units of English/Language Arts required including: *1 Unit of 9th Grade Literature Composition *1 Unit of American Literature and Composition *2 Additional Units				
Students have the option to participate in DE based on the state eligibility course list. More information can be found at: *http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Transition-Career-Partnerships.aspx*				

HENRY COUNTY CORE CONTENT COURSE SEQUENCES | MATHEMATICS

An effective mathematics classroom incorporates a variety of instructional approaches that focus on the development of conceptual understanding and procedural skills through problem-solving. A balance of these approaches allows students to engage in authentic learning, utilize the mathematical practices,

Grade Level	Sequence 1	Sequence 2	Sequence 3	Sequence 4	Sequence 5
	Course progression for students navigating a four-year high school diploma	**Course progression for students taking accelerated courses while navigating a four-year high school diploma, please reference Honors/AP guidance**	**Course progression for advanced students taking accelerated/high level courses while navigating a four- year high school diploma, with early access to advanced placement or dual enrollment courses, please reference Honors/AP guidance**	**Course progression for students facing academic challenges in Math while navigating a four-year high school diploma**	**Course progression for students facing more significant academic challenges in Math while navigating a four-year high school diploma**
9th Grade	Algebra: Concepts and Connections or **Honors** Algebra: Concepts and Connections or Algebra: Concepts and Connections with Co-Requisite Support Course for Algebra: Concepts and Connections	**Honors** Geometry: Concepts and Connections	**Honors** Advanced Algebra: Concepts and Connections or Honors Enhanced Advanced Algebra and AP Precalculus: Concepts and Connections	Algebra: Concepts and Connections with Co-Requisite Support Course for Algebra: Concepts and Connections	Foundations of Algebra
10th Grade	Geometry: Concepts and Connections or **Honors** Geometry: Concepts and Connections or Geometry: Concepts and Connections with Co-Requisite Support Course for Geometry: Concepts and Connections	**Honors** Advanced Algebra: Concepts and Connections or Honors Enhanced Advanced Algebra and AP Precalculus: Concepts and Connections	**Honors** Precalculus or **AP** Precalculus or **AP** Calculus or **AP** Statistics	Geometry: Concepts and Connections with Co-Requisite Support Course for Geometry: Concepts and Connections	Algebra: Concepts and Connections with Co-Requisite Support Course for Algebra: Concepts and Connections
11th Grade	Advanced Algebra: Concepts and Connections or **Honors** Advanced Algebra: Concepts and Connections or Advanced Algebra: Concepts and Connections with Co-Requisite Support Course for Advanced Algebra: Concepts and Connections	**Honors** Precalculus or **AP** Precalculus or **AP** Calculus or **AP** Statistics	**AP** Calculus or **AP** Statistics	Advanced Algebra: Concepts and Connections with Co-Requisite Support Course for Advanced Algebra: Concepts and Connections	Geometry: Concepts and Connections with Co-Requisite Support Course for Geometry: Concepts and Connections
12th Grade	Precalculus or **Honors** Precalculus or **AP** Precalculus	**AP** Calculus or **AP** Statistics or Dual Enrollment	**AP** Calculus or **AP** Statistics or Dual Enrollment	Approved Fourth Year Math Option	Advanced Algebra: Concepts and Connections with Co-Requisite Support Course for Advanced Algebra: Concepts and Connections

4 Carnegie Units of Math required for all graduating students

- Students must pass designated prerequisite course before enrolling in the next higher-level course.
- Students must meet certain eligibility requirements in order to follow sequences 2, 3, 4 and 5
- Support courses are co-requisite courses to be taken simultaneously with Algebra: Concepts and Connections, Geometry: Concepts and Connections or Advanced Algebra: Concepts and Connections for students needing additional support.
- Students can move between the standard and accelerated path at designated points (i.e., the semester) at the recommendation of the classroom teacher.
- AP Statistics can be taken simultaneously with any math course after the completion of Algebra: Concepts and Connections. The pre-requisite is Algebra: Concepts and Connections. https://apstudents.collegeboard.org/courses/ap-statistics
- AP stats has new standards, please refer to prerequisite descriptions beginning on page 62.
- Dual Enrollment is a program where students can earn college credit while working on their high school diploma. Eligible 10th graders and 11th – 12th graders can participate in DE. Click here for more information.
- Students are required to participate in state-mandated End of Course assessments in Algebra: Concepts and Connections. DE students **must** complete Algebra Concepts & Connections End of Course Assessment.
- Support courses may be offered in Sequence 1, if needed.

Other approved 2026-2027 Fourth Mathematics Course Options:

- Advanced Mathematical Decision Making
- Statistical Reasoning
- DE Enrollment Course Options
- Advanced Financial Algebra
- College Readiness Mathematics (Capstone) (NCAA eligibility may not be applicable)

HENRY COUNTY CORE CONTENT COURSE SEQUENCES | SCIENCE

Science instruction balances core knowledge with crosscutting concepts and science and engineering practices. Through obtaining, evaluating, and communicating information, students are actively engaged in a range of learning experiences that foster a comprehensive knowledge of science.

Grade Level	Sequence 1	Sequence 2	Sequence 3	Sequence 4
	Course progression for students navigating a four-year high school diploma	Course progression for students taking accelerated courses while navigating a four-year high school diploma, please reference Honors/AP guidance	Course progression for advanced students taking accelerated/high level courses while navigating a four-year high school diploma, with early access to advanced placement or dual enrollment courses, please reference Honors/AP guidance	Course progression for students facing academic challenges in science while navigating a four-year high school diploma
9th Grade	Biology or **Honors** Biology	**Honors** Biology	**Honors** Biology and **AP** Environmental Science	Earth Systems or Biology with IF support
10th Grade	Chemistry or **Honors** Chemistry	**Honors** Chemistry	**Honors** Chemistry and **AP** Environmental Science	Biology or Physical Science
11th Grade	Physics	**AP** Physics I	Physics or **AP** Physics I	Physical Science or Chemistry with IF support
12th Grade	**AP** Environmental Science, Forensic Science, Human Anatomy and Physiology or Approved 4th Science Option	**AP** Biology, **AP** Chemistry, Human Anatomy and Physiology, or an Approved 4th Science Option	**AP** Physics C, **AP** Biology, **AP** Chemistry or **AP** Environmental Science	Chemistry with IF Support, Physics with IF support, Environmental Science, or an Approved 4th Science Option

4 Carnegie Units of Science required for all graduating students

- Required - Biology
- Required - Physics or Physical Science for students requiring additional science support
- Required - Any of the following: Chemistry-Earth Systems-Environmental Science-AP/IB Science Course (*refer to prerequisites*)
- Required - Approved 2026-2027 Fourth Science Option (*refer to prerequisites*) or Dual Enrollment Science Courses.
- **Additional electives in AP Science may be taken as space is available in the student's schedule and are offered by the individual school. These electives are:**
    - AP Biology – Prerequisites: *Successful completion of Biology and Chemistry*
    - AP Environmental Science – Prerequisites: *Successful completion of Biology, and Chemistry or Physical Science*
    - AP Environmental Science (9th Grade ONLY Cohort) – Prerequisites: *Successful completion of **Honors Physical Science and** Algebra: Concepts and Connections in 8th grade with an EOG score of Proficient or Distinguished. Because this course is NOT a replacement for Biology, students in 9th grade must also complete Biology or Honors Biology concurrently or sequentially, based on the school's schedule.*
- AP Chemistry – Prerequisites: *Successful completion of Chemistry and completed or concurrently enrolled in Advanced Algebra: Concepts and Connections/ Honors Advanced Algebra: Concepts and Connections*
- AP Physics I – Prerequisites: *Concurrently enrolled in Advanced Algebra: Concepts and Connections/ Honors Advanced Algebra: Concepts and Connections or above*
- AP Physics II – Prerequisites: *Successful completion of AP Physics I, and completed or concurrently enrolled in Precalculus/Honors Precalculus/AP Precalculus*
- AP Physics C – Prerequisites: *Successful completion of **or** currently enrolled in AP Calculus*

HENRY COUNTY CORE CONTENT COURSE SEQUENCES | SOCIAL STUDIES

The primary purpose of social studies instruction in Henry County Schools is to support students in making informed and reasoned decisions for the public good. The Henry County model for social studies instruction balances the gathering of knowledge with application and action.

Grade Level	Sequence 1	Sequence 2	Sequence 3	Sequence 4
	Course progression for students navigating a four- year high school diploma	Course progression for students taking accelerated courses while navigating a four-year high school diploma, please reference Honors/AP guidance	Course progression for advanced students taking accelerated/high level courses while navigating a four-year high school diploma, with early access to advanced placement or dual enrollment courses, please reference Honors/AP guidance	Course progression for students facing academic challenges in Social Studies while navigating a four-year high school diploma
9th Grade	World Geography or Psychology & Sociology or Ethnic Studies	**Honors** World Geography or **AP** Human Geography	**AP** Human Geography or **AP** European History or AP Art History (Fine Arts)	World Geography or Psychology & Sociology or Ethnic Studies
10th Grade	World History	**Honors** World History or **AP** World History	**AP** World History	World History
11th Grade	U.S. History	**Honors** U.S. History or **AP** U.S. History	**AP** U.S. History or **Dual Enrollment** U.S. History	U.S. History
12th Grade	American Government/Civics and Personal Finance & Economics	**Honors** American Government/Civics and **Honors** Personal Finance & Economics or **AP** U.S. Government and **AP** Macroeconomics	**AP** U.S. Government and **AP** Macroeconomics or **Dual Enrollment** U.S. Government and **Dual Enrollment** Economics	American Government/Civics and Personal Finance & Economics

3 Carnegie Units of Social Studies required for all graduating students

- Required - World History or Honors World History or AP World History
- Required - U.S. History or Honors U.S. History or AP U.S. History or DE US History
- Required - American Government/Civics or Honors American Government/Civics or AP Government/Politics: US (*these are .5 credit courses*) or DE American Government (credit varies based on college)
- Required - Economics or Honors Economics or AP Macroeconomics (*these are .5 credit courses*) or DE Economics (credit varies based on college)

Additional electives in Social Studies may be taken as space is available in the student's schedule and are offered by the individual school.

Career, Technical, and Agricultural Education

Career Pathways and Course Offerings

Agriculture Cluster *Agriscience* Yr. 1 – Basic Agriculture Science Yr. 2/3 – Plant Science & Biotech*+ Yr. 2/3 – Animal Science & Biotech+ Yr. 4 - Biotechnology *Veterinary Science* – AAS only *Yr. 1 – Basic Agriculture Science Yr. 2 –Animal Science & Biotechnology Yr. 3 - Veterinary Science Yr. 4 - Equine Science	**Education & Training Cluster** *Early Childhood Care & Education I* Yr. 1 – Early Childhood Education I Yr. 2 – Early Childhood Education II Yr. 3 – Early Childhood Education III *Early Childhood Care & Education II- AAS only* Yr. 1 – Early Childhood Education I Yr. 2 – Early Childhood Education II Yr. 3 – Early Childhood Practicum *Teaching as a Profession* – AAS only Yr. 1 - Examining the Teaching Profession Yr. 2 - Contemporary Issues in Education Yr. 3 - Teaching as a Profession Practicum
Architecture and Construction Cluster *Architectural Drawing and Design* Yr. 1 – Intro to Drawing & Design Yr. 2 – Arch. Drawing and Design I Yr. 3 – Arch. Drawing and Design II *Construction* – AAS only Yr. 1 – Industry Fund. & Occupational Safety Yr. 2 – Intro to Construction Yr. 3 – Carpentry, Masonry, Electrical or Plumbing (student will select specialty) *Welding* – AAS only Yr. 1 – Industry Fund. & Occupational Safety Yr. 2 – Intro to Metals Yr. 3 – Welding I	**Energy Cluster** *Energy & Power: Generation, Transmission, and Distribution* – AAS only Yr. 1 – Found. of Energy Technologies Yr. 2 – Energy & Power: Generation, Transmission, and Distribution Yr. 3 – Energy Systems Applications
Arts, A/V Tech and Communications Cluster *Audio/Video Technology & Film I* Yr. 1 – A/V Technology and Film 1 Yr. 2 – A/V Technology and Film II Yr. 3 – A/V Technology and Film III *Audio/Video Technology & Film II* Yr. 1 – A/V Technology and Film I Yr. 2 – A/V Technology and Film II Yr. 3 – Broadcast Video Production Applications *Graphic Design & Communication*– AAS only Yr. 1 – Introduction to Graphics & Design Yr. 2 – Graphic Design & Production Yr. 3 – Adv. Graphic Design or Adv. Graphic Output Processes	**Finance Cluster** *Financial Services*– Yr. 1 – Intro to Business & Technology Yr. 2 – Financial Literacy Yr. 3 – Banking, Investing and Insurance *Basic Accounting* Yr. 1 – Intro to Business & Technology Yr. 2 – Financial Literacy Yr. 3 – Principles of Accounting I

	Government and Public Admin Cluster *Air Force JROTC* – DHS and OHS Yr. 1 – JROTC Aerospace Science I Yr. 2 – JROTC Aerospace Science II Yr. 3 – JROTC Aerospace Science III Yr. 4 – JROTC Aerospace Science IV *Navy JROTC* – ELH, MHS, LHS, SHS, UGHS Yr. 1 – JROTC Navy I Yr. 2 – JROTC Navy II Yr. 3 – JROTC Navy III Yr. 4 – JROTC Navy IV Yr. 5 – JROTC Navy V
Business Mgmt. and Admin. Cluster *Entrepreneurship* Yr. 1 – Intro to Business & Technology Yr. 2 – Legal Environ. of Business Yr. 3 – Entrepreneurship	**Health Science Cluster** *Allied Health and Medicine* Yr. 1 - Intro to Healthcare Yr. 2 – Essentials of Healthcare+ Yr. 3 – Allied Health and Medicine *Emergency Medical Technician* – AAS only Yr. 1 - Intro to Healthcare Yr. 2 – Essentials of Healthcare + Yr. 3 - Emergency Medical Technician *Pharmacy* – AAS only Yr. 1 – Intro to Healthcare Yr. 2 – Essentials of Healthcare + Yr. 3 – Pharmacy Operations & Fundamentals *Phlebotomy-* AAS only Yr. 1 – Intro to Healthcare Yr. 2 – Essentials of Healthcare + Yr. 3 – Diagnostics Phlebotomy *Therapeutic Services/Exercise Physiology-* AAS only Yr. 1 – Intro to Healthcare Yr. 2 – Essentials of Healthcare + Yr. 3 – Fundamentals of Exercise Physiology
Hospitality & Tourism Cluster *Culinary Arts* – AAS only Yr. 1 – Intro to Culinary Arts Yr. 2 – Culinary Arts I Yr. 3 – Culinary Arts II Baking and Pastry – AAS only Yr. 1 – Intro to Culinary Arts Yr. 2 – Baking and Pastry I Yr. 3 – Baking and Pastry II	**Human Services Cluster** *Nutrition and Food Science* Yr. 1 - Food, Nutrition, and Wellness Yr. 2 – Food for Life+ Yr. 3 - Food Science*+ *Personal Care Services - Cosmetology* – AAS only Yr. 1 – Intro to Personal Care Services Yr. 2 - Cosmetology II Yr. 3 - Cosmetology III

Information Technology Cluster *Programming* Yr. 1 – Intro to Software Tech Yr. 2 – Computer Science Principles (will meet the Computer Science requirement) Yr. 3 – Programming, Games, Apps & Society+	**Science, Technology, Engineering & Mathematics Cluster** *Engineering and Technology* Yr. 1 - Found. of Engineering & Technology Yr. 2 - Engineering Concepts Yr. 3 - Engineering Applications

(will meet the Computer Science requirement) *Advanced Programming* Yr. 1 – Intro to Software Technology Yr. 2 – Computer Science Principles (will meet the Computer Science requirement) Yr. 3 – AP Computer Science+ (will meet the Computer Science requirement) *Cybersecurity* – AAS only Yr. 1 – Intro to Hardware Technology Yr. 2 – Intro to Cybersecurity Yr. 3 – Advanced Cybersecurity *Game Design-AAS Only* Yr. 1-Intro to Software Technology Yr. 2-Computer Science Principles+ (will meet the Computer Science requirement) Yr. 3-Game Design: Animation & Simulation (will meet the Computer Science requirement) *Cloud Computing* – AAS Only Yr. 1 – Introduction to Software Technology Yr. 2 – Computer Science Principles+ (will meet the Computer Science requirement) Yr. 3 – Cloud Computing	Yr. 4 - Research, Design, and Project Mgmt. *Electronics* – AAS only Yr. 1 - Foundations of Electronics Yr. 2 - Advanced AC and DC Circuits Yr. 3 - Digital Electronics* *Engineering Graphic and Design* – AAS only Yr. 1 – Intro to Mechanical Drafting and Design Yr. 2 – Survey of Engineering Graphics Yr. 3 – 3D Modeling and Analysis
Law, Public Safety, Corrections & Security Cluster *Law Enforcement Services* Yr. 1 - Intro to Law, Public Safety, Corrections & Security Yr. 2 – Criminal Justice Essentials Yr. 3 - Forensic Science and Criminal Investigations	**Manufacturing Cluster** *Mechatronics* – AAS only Yr. 1 – Intro to Mechatronics Yr. 2 – AC Theory, Electric Motors, and Hydraulic Systems Yr. 3 – Semiconductors, Mechanical Systems, and Pump and Piping Systems **Marketing Cluster** *Marketing Communications & Promotions* – AAS only Yr. 1 – Marketing Principles Yr. 2 – Promotion and Professional Sales Yr. 3 – Integrated Marketing Communication *Marketing and Management* Yr. 1 – Marketing Principles Yr. 2 – Marketing & Entrepreneurship Yr. 3 – Marketing & Management *Fashion, Merchandising & Retail Management* – AAS only Yr. 1 – Marketing Principles Yr. 2 – Fashion, Merchandising and Retailing Yr. 3 – Advanced Fashion, Merchandising *Hospitality, Recreation and Tourism* – AAS only Yr. 1 – Marketing Principles Yr. 2 – Hospitality, Recreation and Tourism Essentials Yr. 3 – Hospitality, Recreation and Tourism Management **Transportation, Distribution & Logistics Cluster** *General Automotive Technology* – AAS only Yr. 1 –Automotive Technologies 1 Yr. 2 –Automotive Technologies 2 Yr. 3 –Automotive Technologies 3 Yr. 4 – Advanced Automotive Technologies 4 Yr. 5 – Advanced Automotive Technologies 5 Yr. 6 – Advanced Automotive Technologies6

***Work-Based Learning (WBL) opportunities are available, WBL Instructors can work with students to try to find an opportunity that matches the student's career pathway. The opportunity is there; however it is not guaranteed that placement is available. *** **AAS Only- this pathway is available exclusively at the Academy for Advanced Studies.** ****Designates CTAE courses that will count toward satisfying the fourth science requirement and are recognized by the Board of Regents as a fourth science.** **+Designates CTAE courses that will count toward satisfying the fourth science requirement but are not recognized as a fourth science by the Board of**	

*****_Work-Based Learning (WBL) opportunities are available, WBL Instructors can work with students to try to find an opportunity that matches the student's career pathway. The opportunity is there; however, it is not guaranteed that placement is available._

*AAS Only – This pathway is available exclusively at the Academy for Advanced Studies.

*****_Designates CTAE courses that will count toward satisfying the fourth science requirement and are recognized by the Board of Regents._

+_Designates CTAE courses that will count toward satisfying the fourth science requirement but are NOT recognized as a fourth science by the Board of Regent._

English to Speakers of Other Languages (ESOL)

Drawing from the WIDA English Language Development (ELD) Standards Framework, ESOL courses are designed to increase English learners' social, instructional, and academic English language proficiency in listening, speaking, reading, and writing. Emphasis is placed on understanding and using English to narrate, inform, explain, and argue at the word, sentence, and discourse levels in all language domains. ESOL courses address students' language development as outlined in WIDA's Grades 9- 12 Language Proficiency Level Descriptors and support all high school content courses by focusing on English learners' comprehension of written English text and developing academic skills as outlined in each content course associated with the Georgia Standards of Excellence, 9-12.

ESOL Language Acquisition Courses (*No prescribed sequence for these courses**)

Grade Level	Beginning Language Development	Emerging Language Development	Expanding Language Development
	The suggested English language proficiency level of the EL student is WIDA's Overall Composite Proficiency ***Level (CPL) 1-2.***	*The suggested English language proficiency level of the EL student is WIDA's Overall Composite Proficiency* ***Level (CPL) 2-3***	*The suggested English language proficiency level of the EL student is WIDA's Overall Composite Proficiency* ***Level (CPL) 3-4+***
9th-12th	ESOL Communication Skills I	ESOL Reading and Listening in the Content Areas	ESOL I
9th-12th	ESOL Communication Skills II	ESOL Oral Communication in the Content Areas	ESOL II
9th-12th	ESOL Communication Skills in Math	ESOL Writing in the Content Areas	ESOL III
9th-12th	ESOL Communication Skills in Science	ESOL Reading & Writing in Science	ESOL IV
9th-12th	ESOL Communication Skills in Social Studies	ESOL Reading & Writing in Social Studies	Advanced Studies ESOL V
9th-12th		ESOL Academic Language of Science and Math	Advanced Studies ESOL VI

*** Please consult ESOL teacher before scheduling ESOL courses.**

Level I	Level II	Level III	Level IV
Comprehensive Art I	Ceramics/Pottery I OR Drawing/Painting I OR Printmaking I OR Sculpture I OR Photography I OR AP Art History	Ceramics/Pottery I OR Ceramics/Pottery II OR Drawing/Painting I OR Drawing/Painting II OR Printmaking I OR Sculpture I OR Sculpture II OR Photography I OR Photography II OR AP Drawing OR AP 2-D OR AP 3-D OR AP Art History	Ceramics/Pottery I OR Ceramics/Pottery II OR Ceramics III OR Drawing/Painting I OR Drawing/Painting II OR Drawing/Painting III OR Printmaking I OR Sculpture I OR Sculpture II OR Sculpture III OR Photography I OR Photography II OR Photography III OR AP Drawing OR AP 2-D OR AP 3-D OR AP Art History

- All students must take the Comprehensive Art course before they take any other visual arts pathway course, even if they don't start the pathway until after 9th grade.
- There is a Ceramics IV, Sculpture IV, and Photography IV for use, as needed, for special cases.
- Students completing high school credit Comprehensive Art in 8th Grade should start in the level II column.

Level I	Level II	Level III	Level IV
9th Grade	10th Grade	11th Grade	12th Grade
Beg Band I	Beg Band II	Beg Band III	Beg Band IV
OR	OR	OR	OR
Int Band I	Int Band II	Int Band III	Int Band IV
OR	OR	OR	OR
Adv Band I	Adv Band II	Adv Band III	Adv Band IV
OR	OR	OR	OR
Mastery Band I	Mastery Band II	Mastery Band III	Mastery Band IV
OR	OR	OR	OR
Beg Jazz I	Beg Jazz II	Beg Jazz III	Beg Jazz IV
OR	OR	OR	OR
Adv Jazz I	Adv Jazz II	Adv Jazz III	Adv Jazz IV
OR	OR	OR	OR
Beg Inst Ensem I	Beg Inst Ensem II	Beg Inst Ensem III	Beg Inst Ensem IV
OR	OR	OR	OR
Int Inst Ensem I	Int Inst Ensem II	Int Inst Ensem III	Int Inst Ensem IV
OR	OR	OR	OR
Adv Inst Ensem I	Adv Inst Ensem II	Adv Inst Ensem III	Adv Inst Ensem IV

Students may also be enrolled in the following courses based on the school:

- Beg Music Theory/Comp
- Adv Music Theory/Comp
- Beg Music Tech
- Int Music Tech
- Adv Music Tech
- Mastery Music Tech
- Song Writing

HENRY COUNTY CORE CONTENT COURSE SEQUENCES | FINE ARTS: CHORUS

	Level I	Level II	Level III	Level IV
	9th Grade	10th Grade	11th Grade	12th Grade
Men's Chorus Sequencing	Beg Men's I OR Int Men's I OR Adv Men's I OR Mastery Men's I OR Master Mixed Chorus I	Beg Men's II OR Int Men's II OR Adv Men's II OR Mastery Men's II OR Mastery Mixed Chorus II	Beg Men's III OR Int Men's III OR Adv Men's III OR Mastery Men's III OR Mastery Mixed Chorus III	Beg Men's IV OR Int Men's IV OR Adv Men's IV OR Mastery Men's IV OR Mastery Mixed Chorus IV
Women's Chorus Sequencing	Beg Women's I OR Int Women's I OR Adv Women's I OR Mastery Women's I OR Mastery Mixed Chorus I	Beg Women's II OR Int Women's II OR Adv Women's II OR Mastery Women's II OR Mastery Mixed Chorus II	Beg Women's III OR Int Women's III OR Adv Women's III OR Mastery Women's III OR Mastery Mixed Chorus III	Beg Women's IV OR Int Women's IV OR Adv Women's IV OR Mastery Women's IV Or Mastery Mixed Chorus IV

- Generic "Beginning Chorus I-IV, Intermediate Chorus I-IV, and Advanced Chorus I-IV exist, if needed. However, students should still use the I-IV sequencing for 9th-12th grade for these, if used.

HENRY COUNTY CORE CONTENT COURSE SEQUENCES | FINE ARTS: ORCHESTRA

Level I	Level II	Level III	Level IV
9th Grade	10th Grade	11th Grade	12th Grade
Beg Piano I	Beg Piano II	Beg Piano III	Beg Piano IV
OR	OR	OR	OR
Int Piano I	Int Piano II	Int Piano III	Int Piano IV
OR	OR	OR	OR
Adv Piano I	Adv Piano II	Adv Piano III	Adv Piano IV

HENRY COUNTY CORE CONTENT COURSE SEQUENCES | FINE ARTS: PIANO

Level I	Level II	Level III	Level IV
9th Grade	10th Grade	11th Grade	12th Grade
Beg Piano I	Beg Piano II	Beg Piano III	Beg Piano IV
OR	OR	OR	OR
Int Piano I	Int Piano II	Int Piano III	Int Piano IV
OR	OR	OR	OR
Adv Piano I	Adv Piano II	Adv Piano III	Adv Piano IV

HENRY COUNTY CORE CONTENT COURSE SEQUENCES | FINE ARTS: GUITAR

Level I	Level II	Level III	Level IV
9th Grade	10th Grade	11th Grade	12th Grade
Beg Guitar Tech I	Beg Guitar Tech II	Beg Guitar Tech III	Beg Guitar Tech IV
OR	OR	OR	OR
Int Guitar Tech I	Int Guitar Tech II	Int Guitar Tech III	Int Guitar Tech IV
OR	OR	OR	OR
Adv Guitar Tech I	Adv Guitar Tech II	Adv Guitar Tech III	Adv Guitar Tech IV

HENRY COUNTY CORE CONTENT COURSE SEQUENCES | FINE ARTS: DANCE

Level I	Level II	Level III	Level IV
9th Grade	10th Grade	11th Grade	12th Grade
Dance I	Dance II	Dance III	Dance IV
OR	OR	OR	OR
Dance History	Dance History	Dance Composition	Dance Composition
		OR	OR
		Dance History	Dance History

	Level 1	Level II	Level III
9th Grade	10th Grade	11th Grade	12th Grade
Theatre Fundamentals I	Musical Theatre I	Musical Theatre I	Musical Theatre I
	OR	OR	OR
	Tech Theatre I	Musical Theatre II	Musical Theatre II
	OR	OR	OR
	Adv Drama I	Tech Theatre I	Tech Theatre I
	OR	OR	OR
	Acting I	Tech Theatre II	Tech Theatre II
	OR	OR	OR
	Acting Prod in Film I	Adv Drama I	Teach Theatre III
	OR	OR	OR
		Adv Drama II	Adv Drama I
		OR	OR
		Acting I	Adv Drama II
		OR	OR
		Acting II	Adv Drama III
		OR	OR
		Acting Prod in Film I	Acting I
		OR	OR
		Acting Prod in Film II	Acting II
			OR
			Acting III
			OR
			Acting Prod in Film I
			OR
			Acting Prod in Film II
			OR
			Acting Prod in Film III

Students must take the Fundamentals of Theatre course before they take any other theatre pathway course, even if they don't start the pathway until after 9th grade.

- Level IV courses may be offered based on the school.

HENRY COUNTY CORE CONTENT COURSE SEQUENCES | WORLD LANGUAGES

The primary purpose of world languages instruction in Henry County Schools is to develop language learners that can demonstrate the highest levels of proficiency in the areas of Interpersonal Communication; Presentational Speaking; Presentational Writing; Interpretive Listening; and Interpretive Reading in order to communicate effectively in more than one language and make connections to beautiful cultures and communities throughout the world. Henry County Schools graduates will be able to apply biliteracy skills and cultural understanding beyond the instructional setting and "bring a global competence to their future careers and experiences.

Grade Level	Sequence 1	Sequence 2	Sequence 3	Sequence 4
	Course progression for students navigating a four- year high school diploma	Course progression for students taking accelerated courses while navigating a four-year high school diploma, please reference Honors/AP guidance. For students who enter 9th grade with one world language high school credit.	Course progression for advanced students taking accelerated/high level courses while navigating a four-year high school diploma, with early access to advanced placement or dual enrollment courses, please reference Honors/AP guidance. For students who enter 9th grade with two world language high school credits and/or native speakers of other languages who demonstrate language 2 proficiency.	Course progression for students facing academic challenges in World Languages while navigating a four-year high school diploma
9th Grade	Spanish I or French I or Honors Spanish I or World Language I Online Option	Honors Spanish II or Honors French II or World Language II Online Option	Honors Spanish III or Honors French III or World Language III Online Option	Spanish I or French I or World Language Online Option
10th Grade	Spanish II or French II or Honors Spanish II or Honors French II or World Language II Online Option	Honors Spanish III or Honors French III or World Language III Online Option	Honors Spanish IV or Honors French IV or World Language IV Online Option	Spanish II or French II or World Language Online Option
11th Grade	Spanish III or French III or Honors Spanish III or Honors French III or World Language III Online Option	Honors Spanish IV or Honors French IV or World Language IV Online Option	AP Spanish or AP French or Dual Enrollment World Language Course in Spanish or French or AP World Language Online Option	Spanish III or French III with IF support or WL Language Online Option with IF support
12th Grade	Honors Spanish IV or Honors French IV or World Language IV Online Option	AP Spanish or AP French or AP World Language Online Option	Dual Enrollment World Language Course in Spanish or French or World Language Online Option	

HENRY COUNTY CORE CONTENT COURSE SEQUENCES |WORLD LANGUAGES

3 Carnegie Units of Science required for World Language Pathways Completion

World Languages Pathway: A World Language Pathway may be followed in any of the world language areas included in the state list of approved courses. A student can complete a World Language Pathway when the criteria described below has been met. World Language Pathway Criteria:

Student's course history in one world language includes:

- 3 distinct high school Course Codes (three units of credit) or
- 2 distinct Course Codes plus a third code (three units of credit) reflecting
  - An AP* course, where AP courses are offered (60.01700, French; 60.07700, Spanish; 60.08110, Spanish Lit; 61.01700, German; 61.04800, Latin; 62.01960, Chinese; 62.03900. Japanese); or
  - An IB* course, where courses are offered (French, 60.01120, 60.01130; Spanish, 60.07130, 60.07160; German, 61.01120, 61.01130; Latin, 61.04120, 61.04130; Chinese, 62.01900, 62.01910; Japanese, 62.03920, 62.03930; Arabic, 63.01700, 63.01800;) or
  - A post-secondary enrollment course in the same World Language
- 2 distinct Native Speakers Credits In lieu of Enrollment Course Codes obtained with approved assessment proficiency score plus a third course of the same language.

*AP, IB and dual enrollment courses must have earned credit

Special Offerings & Initiatives aligned to the World Languages Pathway- Georgia Department of Education World Language Seals

- **International Skills Diploma Seal:** The International Skills Diploma Seal (ISDS) is awarded to graduating high school students who complete an international education curriculum and engage in extracurricular activities and experiences that foster the achievement of global competencies. It is a signal to employers and higher education institutions that a student is prepared to participate in the global economy. - GaDOE
- **Seal of Biliteracy:** The Seal of Biliteracy, recognizes HS students that have the highest levels of world language proficiency and English. (HB 879 signed into law on May 3, 2016)- To obtain this Seal, students must demonstrate the determined level of proficiency in English (3.0 or above in ELA GPA), as well as one or more additional languages, be that language a native language, a heritage language, or a language learned in school or another setting (AP Exam score of 4 or 5 or approved language proficiency assessment). GaDOE

World Languages Georgia Department of Education Seals- Requirements	
Seal	**Requirements**
Seal of Biliteracy	• Minimum of 4 on AP World Language Exam or approved GaDOE proficiency assessment when the AP Program is not available for the language • Minimum of 3.0 in ELA overall GPA
International Skills Diploma Seal (ISDS)	A total of 8 courses that include: • 3 or more years of World Language in the same language (Pathway Completer) and/or ESOL courses (WL and ESOL courses can be a combination) • 4 or more International Focus courses such as international economics, world/non-US history, world geography, or other from the pre-approved GaDOE list. Extra-Curricular Activities and Community Service Learning: • 4 Extra-curricular activities with international focus (e.g., exchange programs, international and language clubs, travel abroad) • 20 hours of community service involving a global/cross-cultural public service project • Capstone presentation on the knowledge gained in the courses and activities listed above

COURSE LIST AND DESCRIPTIONS

LANGUAGE ARTS

Career Opportunities

Administrator
Advertising Manager
Attorney
Author/Lecturer
Broadcaster
Business Executive
Communications Specialist
Copywriter
Corporate Trainer
Court Reporter
Diplomat
Drama Coach
Educator
Filmmaker
Freelance Writer
Government Worker/Military
Journalist
Legal Secretary/Assistant/Paralegal
Literary Agent
Media Specialist
Medical Transcriber
Newswire Editor
Office Administrator
Performing Artist
Politician
Professor
Proofreader/Editor
Radio and TV Personality
Salesperson
Sportswriter/Stage Manager
Translator
Videographer

Course Title	Ninth Grade Literature and Composition
Course Description	Students are expected to increase their analytical skills, reading increasingly complex texts across all genres and writing cogent, well-supported analysis and argument essays using evidence from those texts. Students at this level can trace the development of a theme or argument through a text and provide an objective summary of the text without editorial bias. Through reading and writing and the use of appropriate reference materials, the student acquires academic and other contextual vocabulary, showing independence in acquisition and usage. In the early high school years, particular focus is brought to world culture and how points of view can vary with cultural experience, as well as how interpretations can vary between artistic mediums. In Grade nine students will create more complex arguments, addressing counterarguments and using sophisticated structures and formal manuscript styles. Their expository essays will convey increasingly complex ideas, excluding extraneous details and using graphic and digital elements to convey information. Narratives will develop personal experiences employing dialogue, pacing, description, reflection, and multiple plot lines. Students are proficient in all steps of the writing process editing effectively and using digital publishing options. Research using appropriate formats for citation and evaluating sources is routine. Through repeated exposure students will become confident presenters and participants in discourse with both peers and experts.
Prerequisite	None

Course Title	Honors Ninth Grade Literature and Composition
Course Description	Honors English is a college prep course that takes a global, more thematic, approach to the study of literature and composition. This is a highly academic course that requires extensive outside reading, writing, and research and may require summer reading.
Prerequisite	None

Course Title	World Literature
Course Description	Students in grade 10 are expected to continue to increase their analytical skills, reading increasingly complex texts across all genres and writing cogent, well-supported analysis and argument essays using evidence from those texts. Students at this level can trace the development of a theme or argument through a text and provide an objective summary of the text without editorial bias. Through reading and writing and the use of appropriate reference materials, the student acquires academic and other contextual vocabulary, showing independence in acquisition and usage. In the early high school years, particular focus is brought to world culture and how points of view can vary with cultural experience, as well as how interpretations can vary between artistic mediums. In grade10 students will create more complex arguments, addressing counter- arguments and using sophisticated structures and formal manuscript styles. Their expository essays will convey increasingly complex ideas, excluding extraneous details and using graphic and digital elements to convey information. Narratives will develop personal experiences employing dialogue, pacing, description, reflection, and multiple plot lines. Students are proficient in all steps of the writing process editing effectively and using digital publishing options. Research using appropriate formats for citation and evaluating sources is routine. Through repeated exposure students will become confident presenters and participants in discourse with both peers and experts.
Prerequisite	Ninth Grade Literature and Composition

Course Title	Honors World Literature
Course Description	This college prep course emphasizes an in-depth analysis of World Literature, personal and expository compositions, vocabulary development, public speaking skills, and utilization of research skills. A variety of methods will be used to enhance students' critical thinking skills. Extensive reading is required throughout the entire course.
Prerequisite	Ninth Grade Literature and Composition or Honors Ninth Grade Literature and Composition

Course Title	American Literature
Course Description	Students in grade eleven are consolidating and internalizing the core skills of the CCGPS as they near the end of their high school careers, fulfilling the vision of a college- and career- ready individual with strong twenty-first century literacy skills and the ability to think critically. They undertake close, attentive reading of complex works of literature and informational texts and are able to navigate confidently through significant amounts of information in a variety of formats. Eleventh graders have developed a very broad vocabulary that includes content-specific and technical terms along with a fluent and sophisticated grasp of the English language. Their growing understanding of the nuances of language will aid them in analyzing an author's point of view, recognizing the rhetorical elements of an argument, and in the development of tone and mood in works of literature. Students at this level of development will apply their critical thinking skills to the comparison and analysis of a variety of works in different artistic and digital mediums, and to the transformation of classical source works such as Shakespeare or Homer into modern pieces. By grade eleven students are able to identify and understand the interplay of more than one central idea within a single text, appreciating the way that ideas can build upon one another to achieve a complexity of thought. Students at this level can effectively evaluate primary and secondary source material from a variety of resources including digital resources and historic documents. Students can introduce and support arguments with valid reasoning, use accepted formatting and citation styles with ease, and convey complex ideas effectively using appropriate structures. Sustained research projects should be commonplace by grade eleven and students are comfortable presenting findings to both large and small groups in multi-modal formats.
Prerequisite	World Literature

Course Title	Honors American Literature
Course Description	In this college prep course students will be introduced to the American experience as shared by a diverse and select group of writers. Students will be able to study, analyze, and thoughtfully discuss (orally and in writing) literature that spans from the Puritan and pre-Puritan (Native American) eras through the 20th Century. Emphasis is on reading comprehension, study skills, and techniques for strengthening writing skills. Extensive reading is required throughout the entire course. A research paper is required. Summer reading may be required.
Prerequisite	World Literature or Honors World Literature

Course Title	Advanced Placement English Language and Composition (III)
Course Description	Advanced Placement is unique in our high school curriculum. Students undertake close, attentive reading of complex works of literature and informational texts and are able to navigate confidently through significant amounts of information in a variety of formats. Students continue to develop a very broad vocabulary that includes content-specific and technical terms along with a fluent and sophisticated grasp of the English language. Their growing understanding of the nuances of language will aid them in analyzing an author's point of view, recognizing the rhetorical elements of an argument, and in the development of tone and mood in works of literature. Students at this level of development will apply their critical thinking skills to the comparison and analysis of a variety of works in different artistic and digital mediums, and to the transformation of classical source works such as Shakespeare or Homer into modern pieces. Students are able to identify and understand the interplay of more than one central idea within a single text, appreciating the way that ideas can build upon one another to achieve a complexity of thought. Students at this level can effectively evaluate primary and secondary source material from a variety of resources including digital resources and historic documents. Students can introduce and support arguments with valid reasoning, use accepted formatting and citation styles with ease, and convey complex ideas effectively using appropriate structures. Sustained research projects are common-place and students are comfortable presenting findings to both large and small groups in multi-modal formats.
Prerequisite	World Literature

Course Title	Honors British Literature
Course Description	The overall goal of this class is to interpret, analyze, evaluate, and critique British literature with a concentration on developing writing and analytical reading skills. The literary pieces studied in this course include a variety of short stories, essays, poems, plays, and novels. Students will effectively evaluate the philosophical, political, religious, ethical, and social influences of each historical/literary period. Students will demonstrate their understanding of literature through class discussion, presentations, essays, and other formats. It is a "college gateway" class that will encourage student independence, multi-tasking, and time management.
Prerequisite	

Course Title	British Literature
Course Description	Students are consolidating and internalizing the core skills of the ELA HTLS as they near the end of their high school careers, fulfilling the vision of a college- and career-ready individual with strong twenty-first century literacy skills and the ability to think critically. They undertake close, attentive reading of complex works of literature and informational texts and are able to navigate confidently through significant amounts of information in a variety of formats. Students continue to develop a very broad vocabulary that includes content-specific and technical terms along with a fluent and sophisticated grasp of the English language. Their growing understanding of the nuances of language will aid them in analyzing an author's point of view, recognizing the rhetorical elements of an argument, and in the development of tone and mood in works of literature. Students at this level of development will apply their critical thinking skills to the comparison and analysis of a variety of works in different artistic and digital mediums, and to the transformation of classical source works such as Shakespeare or Homer into modern pieces. Students are able to identify and understand the interplay of more than one central idea within a single text, appreciating the way that ideas can build upon one another to achieve a complexity of thought. Students at this level can effectively evaluate primary and secondary source material from a variety of resources including digital resources and historic documents. Students can introduce and support arguments with valid reasoning, use accepted formatting and citation styles with ease, and convey complex ideas effectively using appropriate structures. Sustained research projects are commonplace, and students are comfortable presenting findings to both large and small groups in multi-modal formats.
Prerequisite	American Literature

Course Title	Basic Reading/Writing I (BRWI) (Does not count as an English unit of credit)
Course Description	Basic Reading/Writing I facilitate students' fundamental literacy skills development. This course will focus on building adolescent literacy practices, including using individualized interventions as appropriate. This course takes place in a language lab setting, including drill and practice opportunities and repeated applications of the integrated grade-level skills in Georgia's K-12 English Language Arts (ELA) Standards. This course may be taken as a pre-requisite or co-requisite as part of a local sequence.
Prerequisite	This course requires recommendation from the student's teacher.

Course Title	Basic Reading/Writing II (BRWII) (Does not count as an English unit of credit)

Course Description	Basic Reading/Writing II facilitates students' extended engagement in fundamental literacy skills development. Students will refine their writing abilities for purpose and audience while gaining additional practice with interpreting texts, with individualized interventions utilized as appropriate. This course takes place in a language lab setting, including drill and practice opportunities and repeated applications of the integrated grade-level skills in Georgia's K-12 English Language Arts (ELA) Standards. This course may be a pre-requisite or corequisite as part of a local sequence.
Prerequisite	This course requires recommendation from the student's teacher.
Course Title	Basic Reading/Writing III (BRWIII) (Does not count as an English unit of credit)
Course Description	Basic Reading/Writing III enhances the fundamental skills development addressed in Basic Reading/Writing I and II. Students will refine their writing abilities for purpose and audience while also gaining additional practice with interpreting texts in various real-world contexts. Individualized interventions will be utilized as necessary to build individual student proficiencies. This course takes place in a language lab setting, including drill and practice opportunities and repeated applications of the integrated grade-level skills in Georgia's K-12 English Language Arts (ELA) Standards. This course may be taken as a pre-requisite or co-requisite as part of a local sequence.
Prerequisite	This course requires recommendation from the student's teacher.
Course Title	Basic Reading/Writing IV (BRWIV) (Does not count as an English unit of credit)
Course Description	Basic Reading/Writing IV extends students' engagement in fundamental literacy skills development to address real-world communication tasks to prepare for postsecondary education and/or entrance to the workforce. Individualized interventions will be utilized as necessary to build individual student proficiencies. This course takes place in a language lab setting, including drill and practice opportunities and repeated applications of the integrated grade-level skills in Georgia's K-12 English Language Arts (ELA) Standards. This course may be taken as a pre-requisite or co-requisite as part of a local sequence.
Prerequisite	This course requires recommendation from the student's teacher.

Course Title	Advanced Placement English Literature and Composition (IV)
Course Description	AP English IV is a college-level course, which gives students the opportunity to analyze, read, discuss, and write about challenging selections in world literature. It provides the practice and guidance needed to fully prepare for the AP examination in English Literature. Students will take the College Board Advanced Placement English Literature and Composition Examination in early May for college credit and/or advanced standing. Summer reading may be required.
Prerequisite	American Literature

Course Title	Scholastic Assessment Test (SAT) Preparation (Does not count as an English unit of credit)
Course Description	The Verbal semester of SAT Preparation is an elective course designed for students who have completed 9th Grade Literature/English I or Honors 9th Grade Literature/English I. The major topic of study will be the Evidenced Based Reading and Writing section of the SAT. Students will become familiar with the SAT format and the concepts tested on the SAT. Students will be introduced to strategies and key test taking skills. They will also take full- length practice tests and learn about the scoring of the SAT.
Prerequisite	Completion of Ninth Grade Literature or Honors Ninth Grade Literature

Course Title	Writer's Workshop (Does not count as an English unit of credit)
Course Description	The Writer's Workshop course will offer opportunities for students to enhance their grammar and style techniques toward maturity as writers. Students will delve into traditions and complexities of writers, gaining insight into analytical skills and thematic connections between past and current voices. In addition, students will compose their own creative works, and will also be responsible for editing and publishing either a literary journal or a school paper. The student population should be highly motivated 11th and 12th graders who have an interest in the study of creative writing. The course may count as an elective only for students.
Prerequisite	None

MATHEMATICS

CAREER OPPORTUNITIES

Accountant	Economist	Pharmacist
Aerospace Technician	Electrician	Photographer
Aircraft Mechanic	Engineer	Physician
Architect	Financial Planner	Physicist
Auditor	Forestry Technician	Pilot
Actuary	Health Technician	Plumber
Astronomer	Heating and Air Conditioning Tech	Psychologist
Banker	Home Economist	Registered Nurse
Building Contractor	Invoice Clerk	Realtor
Buyer	Land Use Planner	Roofer
Broadcast Technician	Landscape Architect	Secretary
Chef	Lawyer	Securities Salesperson
College Professor	Librarian	Shipping Clerk
Commercial Artist	Machinist	Small Business Owner
Craftsman	Mathematician	Statistician
Draftsperson	Mechanic	Surveyor
Dentist	Meteorologist	Teacher
Designer	Musician	Travel Agent
	Nutritionist	

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

Course Title	Geometry: Concepts and Connections
Course Description	This course is designed as the second course in a three-course series. This course enhances students' geometric, algebraic, graphical, and probabilistic reasoning skills. Students will apply their algebraic and geometric reasoning skills to make sense of problems involving geometry, trigonometry, algebra, probability, and statistics. Students will continue to enhance their analytical geometry and reasoning skills when analyzing and applying a deep understanding of polynomial expressions, proofs, constructions, rigid motions and transformations, similarity, congruence, circles, right triangle trigonometry, geometric measurement, and conditional probability. High school course content standards are listed by big ideas including Data and Statistical Reasoning, Probabilistic Reasoning, Functional and Graphical Reasoning, Patterning and Algebraic Reasoning, and Geometry Patterning and Spatial Reasoning.
Prerequisite	Successful completion of Algebra: Concepts and Connections or its equivalent

Course Title	Advanced Algebra: Concepts and Connections
Course Description	Advanced Algebra: Concepts and Connections is the culminating course in a sequence of three high school courses designed to ensure career and college readiness. It is designed to prepare students for fourth course options relevant to their career pursuits. High school course content standards are listed by big ideas including Data and Statistical Reasoning, Probabilistic Reasoning, Functional and Graphical Reasoning, Patterning and Algebraic Reasoning, and Geometry Patterning and Spatial Reasoning. This course is designed as the third course in a three-course series. This course enhances students' data and statistical reasoning skills as they learn specific ways to collect, critique, analyze, and interpret data. Students will learn how to use matrices and linear programming to represent data and to solve contextually relevant problems. Students will strengthen their geometric and spatial reasoning skills as they learn how to solve trigonometric equations using the unit circle. Students will further develop their functional and graphical reasoning as they explore and analyze structures and patterns for exponential, logarithmic, radical, polynomial, and rational expressions, equations and functions to further understand the world around them.
Prerequisite	Successful completion of Geometry: Concepts and Connections or its equivalent

Course Title	Precalculus
Course Description	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 Calculus as well as an understanding of trigonometry and its applications. Throughout the course there should be a focus on notational fluency and the use of multiple representations. The course includes the study and analysis of piecewise and rational functions; limits and continuity as related to piecewise and rational functions; sequences and series with the incorporation of convergence and divergence; conic sections as implicitly defined curves; the six trigonometric functions and their inverses; applications of trigonometry such as modeling periodic phenomena, modeling with vectors and parametric equations, solving oblique triangles in contextual situations, graphing in the Polar Plane; solutions of trigonometric equations in a variety of contexts; and the manipulation and application of trigonometric identities. Topics should be analyzed in multiple ways, to include verbal and written, numerical, algebraic, and graphical presentations. Instruction and assessment should include the appropriate use of technology. Concepts should be introduced and investigated, where appropriate, in the context of realistic phenomena.
Prerequisite	Successful completion of Advanced Algebra: Concepts and Connections or its equivalent

Course Title	Calculus
Course Description	Calculus is a fourth-year math option for students who have completed Pre-Calculus. The course provides students with the opportunity to develop an understanding of the derivative and its applications as well as the integral and its applications. Throughout the course there should be a focus on notational fluency and the use of multiple representations. The course includes the study and analysis of limits and continuity as applied to a variety of functions; the derivative as related to limits and continuity; various derivative rules such as product, quotient, and chain; applications of the derivative including curve analysis, applied max/min situations, related rate problems, and use of Mean Value Theorem; the definite integral as a limit of Riemann sums; properties of definite integrals; the Fundamental Theorem of Calculus as it relates derivatives and integrals; techniques of integration including u-substitution; and applications of the integral including solving separable differential equations, finding a particular solution curve given an initial condition, area between curves on a coordinate plane, and average value situations. Topics should be analyzed in multiple ways, to include verbal and written, numerical, algebraic, and graphical presentations. Instruction and assessment should include the appropriate use of technology. Concepts should be introduced and investigated, where appropriate, in the context of realistic phenomena.
Prerequisite	Successful completion of Precalculus or its equivalent

Course Title	Advanced Placement Precalculus
Course Description	This course prepares students for other higher-level mathematics and science courses. Students will study the following four units of study: Unit 1: Polynomial and Rational Functions Unit 2: Exponential and Logarithmic Functions Unit 3: Trigonometric and Polar Functions Unit 4: Functions Involving Parameters, Vectors, and Matrices.
Prerequisite	Successful completion of Advanced Algebra: Concepts and Connections or its equivalent

Course Title	Advanced Placement Calculus (AB / BC)
Course Description	These courses are comparable to the first and second college level calculus courses. Students will be required to take the Advanced Placement Calculus AB or BC Exam. The courses include a study of elementary functions, limits and continuity, and differential and integral calculus.
Prerequisite	Successful completion of Precalculus or its equivalent

Course Title	AP Statistics
Course Description	The AP Statistics course introduces students to the major concepts and tools for formulating questions, collecting and analyzing data, and interpreting results from data. The practices and skills for the course have been aligned to help students understand the statistical problem-solving process based on the American Statistical Association (ASA) recommendations. The content, skills, and assessments in the AP Statistics course focus on exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.
Prerequisite	Successful completion of Algebra: Concepts and Connections, its equivalent or higher.

Course Title	Foundations of Algebra
Course Description	This course provides 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. *Your student's postsecondary decision may be affected by the Support Path; therefore, it may be advised that your student enroll in an additional math course after successfully completing Advanced Algebra: Concepts and Connections prior to graduation.
Prerequisite	Eligibility criteria encompassing previous standardized test scores and grades.

Course Title	Co-Requisite Support Course for Algebra: Concepts and Connections
Course Description	This course is designed to be used as a co-requisite support course for Algebra: Concepts and Connections to support student learning in the core mathematics course. This course is awarded elective mathematics credit.
Prerequisite	Recommendation by an administrator, teacher, or counselor. Must be taken with Algebra: Concepts and Connections. (Does not earn math core academic credit.)

Course Title	Co-Requisite Support Course for Geometry: Concepts and Connections
Course Description	This course is designed to be used as a co-requisite support course for Geometry: Concepts and Connections to support student learning in the core mathematics course. This course is awarded elective mathematics credit.
Prerequisite	Recommendation by an administrator, teacher, or counselor. Must be taken with Geometry. (Does not earn math core academic credit.)

Course Title	Advanced Financial Algebra
Course Description	Advanced Financial Algebra is a fourth-year mathematics course designed for students who have successfully completed Advanced Algebra: Concepts and Connections or the equivalent. The course extends and deepens student understanding of algebra, statistics, and research design while introducing students to relevant financial and business applications. Students will create, apply, and interpret a wide variety of algebraic function-models to aid in real-world decision making. Statistical research and analysis will be utilized to determine the efficacy of model applications and further assist in exploring scenarios with financial implications. Financial contexts for these mathematical concepts will include business operations and optimization, tax considerations, insurance and risk management, banking services, budget creation, loan and credit analysis, investment strategies and retirement plans, stock market performance, real estate fundamentals, and automobile ownership. Instruction and assessment should include the appropriate use of manipulatives and technology. Topics should be represented in multiple ways, such as concrete/pictorial, verbal/written, numeric/data-based, graphical, and symbolic. Concepts should be introduced and used, where appropriate, in the context of realistic phenomena.
Prerequisite	Successful completion of Advanced Algebra: Concepts and Connections or its equivalent
Special Note	This course is not recognized by the Board of Regents.

Course Title	Advanced Mathematical Decision Making
Course Description	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. Instruction and assessment should include the appropriate use of manipulatives and technology. Topics should be represented in multiple ways, such as concrete/pictorial, verbal/written, numeric/data-based, graphical, and symbolic. Concepts should be introduced and used, where appropriate, in the context of realistic phenomena.
Prerequisite	Successful completion of Advanced Algebra: Concepts and Connections or its equivalent

Course Title	Statistical Reasoning
Course Description	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. The Mathematical Practices and Mathematical Modeling, through a statistical lens, will provide the foundation for instruction and assessment. Topics should be introduced and assessed using simulations and appropriate supporting technology.
Prerequisite	Successful completion of Advanced Algebra: Concepts and Connections or its equivalent

Course Title	College Readiness Mathematics (Mathematics Capstone Course)
Course Description	The College Readiness Mathematics Capstone Course (CRM) is a fourth course option for students who have completed Advanced Algebra: Concepts and Connections (or the equivalent). The course is designed to serve as a bridge for high school students who will enroll in non-STEM post-secondary study and will serve to meet the high school fourth course graduation requirement. The course has been approved by the University System of Georgia as a fourth mathematics course beyond Advanced Algebra (or the equivalent) for non-STEM majors, so the course will meet the needs of college bound seniors who will not pursue STEM fields. The focus of this course is on key content and practice standards to ensure that students will be ready for post-secondary academic courses and career preparation in non-STEM fields. The course will revisit and expand the understanding of content standards introduced in earlier mathematics courses and will emphasize numeracy, algebra and functions, geometry, and statistics in a variety of contexts. Instruction and assessment should include the appropriate use of manipulatives and technology. Mathematics concepts should be represented in multiple ways, such as concrete/pictorial, verbal/written, numeric/data-based, graphical, and symbolic. Concepts should be introduced and used, where appropriate, in the context of realistic experiences. The Standards for Mathematical Practice will provide the foundation for instruction and assessment. The content standards selected are essential for post-secondary preparation in non-STEM study. Students will be expected to complete a mandatory capstone project where they select one of the areas listed in the standard to identify a problem and use mathematical modeling to address it.
Prerequisite	Successful completion of Advanced Algebra: Concepts and Connections or its equivalent

Course Title	Technical College Readiness Mathematics
Course Description	This course is designed for students who need significant math support. Technical College Readiness Mathematics can be offered as a third or fourth course option to 11th and/or 12th grade students who must meet ALL of the following criteria: A. Have earned math credit in Advanced Algebra: Concepts and Connections or its equivalent, and B. Have earned math credit or are currently enrolled in Geometry: Concepts and Connections or its equivalent, and C. Score less than 34 on the Arithmetic ACCUPLACER Placement Test. Technical College Readiness Mathematics will examine numeracy, algebra, and geometry in a variety of contexts, including number sense, linear and no-linear relationships, functions and their graphs, and measurement and geometry. The course will provide an opportunity for students to review mathematics skills needed for success in Technical College. To find out more information about the ACCUPLACER Placement tests click the following links: https://accuplacer.collegeboard.org/ and https://accuplacer.collegeboard.org/student/inside-the-test.
Prerequisite	Successful completion in Algebra: Concepts and Connections or its equivalent and Geometry: Concepts and Connections or its equivalent or concurrent enrollment in Geometry: Concepts and Connections. Qualification through the ACCUPLACER Placement Assessment must be adhered to in order to be enrolled.

SCIENCE

CAREER OPPORTUNITIES

Aerospace Engineer	EKG Technician	Nurse
Agricultural Scientist	Ecologist	Nurse's Aide
Animal Caretaker	Electrical Engineer	Nutritionist
Architect	Electronics Engineer	Oceanographer
Astronomer	Emergency Medical Technician	Optician
Audiologist	Engineer	Optometrist
Biologist	Forest Ranger	Pharmacist
Botanist	Forester	Physical Scientist
Chemical Engineer	Gardener	Physical Therapist
Chemist	Geologist	Physician
Chiropractor	Health Technician	Physician's Assistant
Civil Engineer	Health Therapist	Physicist
Clinical Lab Technologist	Home Economist	Podiatrist
Clinical Lab Technician	Landscape Architect	Psychiatric Aide
Coroner	Mechanical Engineer	Psychologist
Conversation Scientist	Medical Assistant	Radiology Technologist
Cosmetologist	Medical Record Technician	Recreational Therapist
Dental Assistant	Metallurgical Engineer	Respiratory Therapist
Dental Hygienist	Meteorologist	Speech Pathologist
Dentist	Mining Engineer	Surveyor
Dietitian	Nuclear Engineer	Teacher

Course Title	Biology I
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. ***The state mandated Georgia Milestones End of Course Assessment is required and counts 20% of the student's overall course grade.***
Prerequisite	None

Course Title	Biology I Honors
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. Honors Biology is a more detailed study of life than Biology. Students in this laboratory-based course will explore the same topics covered in Biology, but with more detail in all areas of biological study. Other topics and instructional methods specific to preparing students for the rigors of future honors science courses, Advanced Placement, and IB science courses are also included. Science fair projects are required. ***The state mandated Georgia Milestones End Of Course Assessment is required and counts 20% of the student's overall course grade.***
Prerequisite	Teacher Recommendation, Successful completion of Algebra: Concepts and Connections/Honors Algebra: Concepts and Connections and concurrently enrolled in Geometry: Concepts and Connections/Honors Geometry: Concepts and Connections

Course Title	Chemistry I
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.
Prerequisite	Successful completion of Biology and Algebra: Concepts and Connections and completed or concurrently enrolled in Geometry: Concepts and Connections/Honors Geometry: Concepts and Connections

Course Title	Chemistry I Honors
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. Honors Chemistry is designed to cover many of the same topics as the Chemistry course, but in more detail. Substantial lab time is also required in order to accomplish the objectives set for this course. Other topics specific to preparing students for the rigors of an Advanced Placement course will be integrated throughout the course. Science Fair projects are required.
Prerequisite	Teacher Recommendation, Successful completion of Honors Biology and Honors Algebra: Concepts and Connections and completed or concurrently enrolled in Honors Geometry: Concepts and Connections

Course Title	Earth Systems
Course Description	Earth Systems Science is designed to continue student investigations that began in K-8 Earth Science and Life Science curricula and investigate the connections among Earth's systems through Earth history. These systems – the atmosphere, hydrosphere, geosphere, and biosphere – interact through time to produce the Earth's landscapes, ecology, and resources. This course develops the explanations of phenomena fundamental to the sciences of geology and physical geography, including the early history of the Earth, plate tectonics, landform evolution, the Earth's geologic record, weather and climate, and the history of life on Earth. Instruction should focus on inquiry and development of scientific explanations, rather than mere descriptions of phenomena. Case studies, laboratory exercises, maps, and data analysis should be integrated into units. Special attention should be paid to topics of current interest (e.g., recent earthquakes, tsunamis, global warming, price of resources) and to potential careers in geosciences.
Prerequisite	None

Course Title	Environmental Science
Course Description	The Environmental Science curriculum is designed to extend student investigations that began in grades K-8. It integrates the study of many components of our environment, including the human impact on our planet. The concepts integrated into this course include: flow of energy & cycling of matter, interconnection of all life, stability and change in an ecosystem, conservation and resource allocation, and evaluation of human activity and technology. The scientific principles and related technology will assist the student in understanding the relationships between local, national, and global environmental issues.
Prerequisite	None

Course Title	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. Students investigate Forensic Science concepts through experience in laboratories and field work using the processes of inquiry.
Prerequisite	Successful completion of Biology, Chemistry, and Advanced Algebra: Concepts and Connections

Course Title	Human Anatomy/Physiology
Course Description	The human anatomy and physiology curriculum is designed to continue student investigations that began in grades K-8 and high school biology. Areas of study include organization of the body; protection, support, and movement; providing internal coordination and regulation; processing and transporting; and reproduction, growth and development. The course integrates careers related to medicine, research, healthcare and modern medical and utilizes case studies concerning diseases, disorders and ailments. Human Anatomy and Physiology is performance and laboratory based, with Chemistry integrated throughout. Required in the course are various detailed mammalian dissections. Important components of the course are various projects, review of medical issues, and application of knowledge to technology and society.
Prerequisite	Successful completion of Biology and Physical Science or Chemistry

Course Title	Physical Science
Course Description	The Physical Science curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to have a richer knowledge base in physical science. This course is designed as a survey course of chemistry and physics. This curriculum includes the more abstract concepts such as the conceptualization of the structure of atoms, motion and forces, and the conservation of energy and matter, the action/reaction principle, and wave behavior. Students investigate physical science concepts through experience in laboratories and field work using the processes of inquiry.
Prerequisite	None

Course Title	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. Students investigate physics concepts through experience in laboratories and field work using the process of inquiry.
Prerequisite	Successful completion of Algebra: Concepts and Connections and Geometry: Concepts and Connections, and concurrently enrolled in Advanced Algebra: Concepts and Connections or above

Course Title	Scientific Research I
Course Description	Students taking the Scientific Research I course will develop projects that are mostly suggested or required by their teacher. It is expected that these students will receive strong support from their teacher and their research projects could be completed in a time frame of weeks. Presentation of the projects developed at this level will happen mostly in a classroom setting or school site science fair. ***Note: This course has not been approved as a fourth science by the Board of Regents.***
Prerequisite	None

Course Title	Scientific Research II
Course Description	Students taking the Scientific Research II course will develop projects based on their interests. These projects may be related to topics that they are covering in any of their science courses or could expand on those ideas. It is expected that the students will receive some support from their teachers, but they will be working mostly independently. Projects at this level could be completed in a time frame of weeks to months. Presentations of the projects developed at this level could take place at regional or state science fair competitions for example. ***Note: This course has not been approved as a fourth science by the Board of Regents.***
Prerequisite	Successful completion of Scientific Research I

Course Title	Scientific Research III
Course Description	Students taking the Scientific Research III course will develop projects based on their interests. Projects at this level would be original in nature and will investigate students' ideas to solve a particular problem. It is expected that the students will work with someone outside the school setting as they work towards the solution of their problem. This type of project may take the whole length of the course to be completed. Students completing these projects are expected to present their solutions to the appropriate interest groups (i.e. a particular company, an interest group, etc.) or on settings like the Best Robotics competitions, Siemens, the High School Engineering Competition, etc.
Prerequisite	Successful completion of Scientific Research I and Scientific Research II

ADVANCED PLACEMENT SCIENCE

Course Title	Advanced Placement Biology
Course Description	AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. The AP Biology course is equivalent to a two-semester college introductory biology course for biology majors.
Prerequisite	Successful completion of Biology I and Chemistry I

Course Title	Advanced Placement Chemistry
Course Description	The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year.
Prerequisite	Successful completion of Chemistry I, and completed or concurrently enrolled in Advanced Algebra: Concepts and Connections/Honors Advanced Algebra: Concepts and Connections

Course Title	Advanced Placement Environmental Science
Course Description	The AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science.
Prerequisite	Successful completion of Biology I, and Physical Science or Chemistry I

Course Title	Advanced Placement Environmental Science (**9th grade ONLY**)
Course Description	The AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science.
Prerequisite	Rising 9th grade students interested in AP Environmental Science must successfully complete **Honors Physical Science and** Advanced Algebra: Concepts and Connections in 8th grade with an EOG score of Proficient or Distinguished. Because this course is NOT a replacement for Biology, students in 9th grade must also complete Biology or Honors Biology concurrently or sequentially, based on the school's schedule.

Course Title	Advanced Placement Physics I
Course Description	AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion, electric charge and electric force, DC circuits, and mechanical waves and sound. AP Physics 1 is a full-year course that is the equivalent of a first-semester introductory college course in algebra-based physics.
Prerequisite	Successful completion of or concurrently enrolled in Advanced Algebra: Concepts and Connections/Honors Advanced Algebra: Concepts and Connections or above

Course Title	Advanced Placement Physics II
Course Description	AP Physics 2 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: fluids; thermodynamics; electrical force, field, and potential; electric circuits; magnetism and electromagnetic induction; geometric and physical optics; and quantum, atomic, and nuclear physics. AP Physics 2 is a full-year course that is the equivalent of a second-semester introductory college course in algebra-based physics.
Prerequisite	Successful completion of AP Physics I, and completion or concurrently enrolled in Precalculus/Honors Precalculus/AP Precalculus.

Course Title	Advanced Placement Physics C: Mechanics
Course Description	AP Physics C: Mechanics is a calculus-based, college-level physics course. It covers kinematics; Newton's laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; oscillations; and gravitation.
Prerequisite	Successful completion of or currently enrolled in AP Calculus

SOCIAL STUDIES

CAREER OPPORTUNITIES

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Agency Administrator	Legal Clerk
Broadcaster	Military Intelligence Specialist
Business Executive	Paralegal
Counselor	Personnel Officer
Customs Clearance Specialist	Professor
Economist	Public Affairs Specialist
Export Broker	Salesperson
Foreign Service	Secretary
Historian	Social Worker
Import Merchant	Teacher
International Advertising Specialist	Touring Agent
International Buyer	Travel Agent
Journalist	Topographer
Law Enforcement	U.N. Agencies Support Personnel
Lawyer	Writer

Course Title	World Geography
Course Description	World Geography investigates regions of the world and how these regions influence the historical, economic, political, and cultural development in an interdependent world. The five themes of geography (place, location, region, movement, and human-environment interaction) are used to study the various regions of the world. Emphasis is placed on decision-making, cultural diversity, and the interdependency of today's world. This course integrates and reinforces critical thinking and basic social studies skills.
Prerequisite	None

Course Title	Honors World Geography
Course Description	World Geography investigates regions of the world and how these regions influence the historical, economic, political, and cultural development in an interdependent world. The five themes of geography (place, location, region, movement, and human-environment interaction) are used to study the various regions of the world. Emphasis is placed on decision-making, cultural diversity, and the interdependency of today's world. This course is similar to World Geography, except students examine geography in more detail and analyze topics in greater depth.
Prerequisite	None

Course Title	Advanced Placement Human Geography
Course Description	The course will follow the instructional goals and descriptions from the College Board. The purpose of the AP Course in Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.
Prerequisite	None

Course Title	World History
Course Description	World History is a required course for graduation that emphasizes the political, cultural, economic, and social development and growth of civilizations. It examines the development of change beginning with ancient civilizations, the emergence of nations through trade/communications, intellectual development, scientific /Technological development, emergence of nation states, nations in conflict, and the emerging interdependence of nations in the twentieth century. This course integrates and reinforces critical thinking and basic social studies skills.
Prerequisite	None

Course Title	Honors World History
Course Description	Honors World History is a required course for graduation that emphasizes the political, cultural, economic, and social development and growth of civilizations. It examines the development of change beginning with ancient civilizations, the emergence of nations through trade/communications, intellectual development, scientific/technological development, emergence of nation states, nations in conflict, and the emerging interdependence of nations in the twentieth century. This course is similar to World History, except students examine history in more detail and analyze events in greater depth.
Prerequisite	None

Course Title	Advanced Placement World History
Course Description	Advanced Placement World History conforms to College Board topics for the Advanced Placement World History Examination. The course explores the dynamics of continuity and change across the historical periods that are included in the course. Students will analyze the processes and causes involved. The course will focus on five overarching themes (1) interaction between humans and the environment; (2) development and interaction of cultures; (3) state-building, expansion, and conflict; (4) creation, expansion, and interaction of economic systems; (5) development and transformation of social structures which serve as unifying threads to help students put periods into a large framework.
Prerequisite	AP Human Geography or Honors Geography suggested

Course Title	U.S. History
Course Description	United States History is a required course for graduation. Topics include the social, political, technological, and economic issues relating to the history of the United States from the colonial era through the present. Basic social studies skills and critical thinking are integrated and reinforced into each area of United States History.
Prerequisite	None

Course Title	Honors U.S. History
Course Description	United States History is a required course for graduation. Topics include the social, political, technological, and economic issues relating to the history of the United States from the colonial era through the present. Social studies skills and critical thinking are integrated and reinforced into each area of United States History. This course is similar to U.S. History, except students examine U.S. history in more detail and analyze topics in greater depth.
Prerequisite	None

Course Title	Advanced Placement U.S. History
Course Description	Advanced Placement United States History conforms to College Board topics for the Advanced Placement United States History Examination. The course explores themes which help students to think conceptually about the American past and focus on historical change over time. The course focuses on themes such as American diversity, American identity, culture, demographic changes, economic transformations, environment, globalization, politics and citizenship, reform, religion, slavery and its legacy, and war and diplomacy that will help students put time periods into a larger framework.
Prerequisite	AP Human Geography or AP World History recommended

Course Title	Advanced Placement European History
Course Description	Advanced Placement European History conforms to the College Board topics for the Advanced Placement European History Examination. The study of European History since 1450 examines cultural, economic, political, and social developments that played a fundamental role in shaping the world. In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop (a) an understanding of some of the principal themes of European History, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.
Prerequisite	AP Human Geography, Honors Geography, Honors or AP World History, Honors or AP United States History suggested

Course Title	Personal Finance and Economics
Course Description	Personal Finance and Economics is a survey course that is required for graduation and is taken in the 12th grade. Topics include fundamental concepts, microeconomics, macroeconomics, international economics, and personal finance. Economics integrates and reinforces critical thinking and social studies skills.
Prerequisite	None

Course Title	Honors Personal Finance and Economics
Course Description	Personal Finance and Economics is a survey course that is required for graduation and is taken in the 12th grade. Topics include fundamental concepts, microeconomics, macroeconomics, international economics, and personal finance. Economics integrates and reinforces critical thinking and social studies skills. Economics integrates and reinforces critical thinking and basic social studies skills. This course is similar to Personal Finance and Economics, except students examine economics in more detail and analyze topics in greater depth.
Prerequisite	None

Course Title	Advanced Placement Microeconomics
Course Description	Economics is a survey course that is required for graduation and is taken in the 12th grade. The purpose of an AP course in microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. **This class will meet the economics graduation requirement.
Prerequisite	None

Course Title	Advanced Placement Macroeconomics
Course Description	Economics is a survey course that is required for graduation and is taken in the 12th grade. The purpose of an AP course in macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course places particular emphasis on the study of national income and price-level determination and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth and international economics. **This class will meet the economics graduation requirement.
Prerequisite	None

Course Title	American Government
Course Description	Government is a survey course that is required for graduation and is to be taken in the 12th grade. Topics covered include the origins of government, the English influence on the American system, the U.S. Constitution, individual rights of citizens, citizenship, the election process, state, and local governments, and the three branches of government. This course integrates and reinforces the basic social studies skills and critical thinking.
Prerequisite	None

Course Title	Honors American Government
Course Description	Government is a survey course that is required for graduation and is to be taken in the 12th grade. Topics covered include the origins of government, the English influence on the American system, the U.S. Constitution, individual rights of citizens, citizenship, the election process, state and local governments, and the three branches of government. This course integrates and reinforces the basic social studies skills and critical thinking. This course is similar to American Government, except students examine the American government in more detail and analyze topics in greater depth.
Prerequisite	None
Course Title	Advanced Placement United States Government and Politics
Course Description	Government is a survey course that is required for graduation and is to be taken in the 12th grade. Advanced Placement U.S. Government and Politics is a one-semester course that conforms to College Board topics for the AP Examination. This course explores constitutional underpinnings of the United States government, political beliefs and behaviors, political parties, interest groups and mass media, institutions of national government, public policy, civil rights, and civil liberties.
Prerequisite	AP or Honors United States History and/or World History recommended.

Course Title	Advanced Placement Comparative Government and Politics
Course Description	Government is a survey course that is required for graduation and is to be taken in the 12th grade. Advanced Placement Comparative Government and Politics-is a one-semester course that conforms to College Board topics for the AP Examination. The AP course in Comparative Government and Politics introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. The course aims to illustrate the rich diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate to students the importance of global political and economic changes.
Prerequisite	AP or Honors United States and/or World History recommended.

Course Title	Psychology
Course Description	Psychology is an elective survey course. Topics include the history of psychology, the study of learning, memory and thought, theories of personality, insights into stress and conflict, factors influencing motivation and emotion, social and moral development, and types of mental illnesses and their treatment. This course integrates and reinforces the basic social studies skills and critical thinking.
Prerequisite	None

Course Title	Advanced Placement Psychology
Course Description	Advanced Placement Psychology conforms to College Board topics for the Advanced Placement Psychology Examination. The course explores the systematic and scientific study of the behavior and mental processes of human beings and other animals. Psychological facts, principles, and phenomena associated with the various subfields of psychology will be introduced.
Prerequisite	AP World History, AP United States History recommended.

Course Title	Sociology
Course Description	Sociology is an elective survey course. Topics include the history and foundations of sociology, sociological research and methods, insights into culture, socialization skills and influences, and social institutions. This course integrates and reinforces the basic social studies skills and critical thinking.
Prerequisite	None

Course Title	African American Studies
Course Description	African American Studies is an elective course that will serve to teach students about contributions made by individual African Americans in government, the arts, humanities, and science. The students will examine African American participation in the development of the United States and Africa, African American pursuit of equal treatment under the laws. Major topics of this course are slavery and Reconstruction, the Harlem Renaissance, Civil Rights Movement, African American Literature, Education and African- Americans, social issues and African Americans in the 21st Century. This course integrates and reinforces the basic social studies skills and critical thinking. This course is for juniors and seniors.
Prerequisite	None

Course Title	AP African American Studies
Course Description	AP African American Studies conforms to College Board topics for the Advanced Placement African American Studies Examination. AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Given the interdisciplinary character of African American Studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual, and data analysis skills. This course foregrounds a study of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora. This course is for juniors and seniors
Prerequisite	None

Course Title	Personal Financial Literacy
Course Description	Financial literacy describes the skills needed for understanding the interactions of people with money and related matters. The course is designed to help students develop that understanding by describing, analyzing, and evaluating many financial topics that most students will directly experience. The standards in the course are consistent with nationally recognized concepts that are important to healthy financial literacy.
Prerequisite	None

Course Title	Ethnic Studies
Course Description	Examines the diversity of American society; focuses on various ethnic groups that make up the American population. Covers cultural orientation, contributions of each group and cultural perspectives of each group. Integrates and reinforces social studies skills and critical thinking.
Prerequisite	None

Course Title	Current Issues
Course Description	Analyzes current issues and influences that are related to these issues and examines how decisions are made concerning those issues. Integrates and reinforces social studies skills and critical thinking.
Prerequisite	None

Course Title	Introduction to U.S. Intelligence and National Security Studies
Course Descripti on	Introduction to U.S. Intelligence and National Security Studies provides a basic and broad overview of the career field of Intelligence, the authorized activities of an intelligence professional, the composition of the United States Government Intelligence Community (IC), the various functions of each of the member agencies, the limits and capabilities of Intelligence and how Intelligence plays a role in the decision-making process of the government. This course is also designed to apply critical analysis to the field of U.S. Intelligence.
Prerequisite	None

CAREER, TECHNICAL, & AGRICULTURAL EDUCATION

All courses may not be available in all schools. Please check with your school for course offerings.

Agriculture, Food & Natural Resources Cluster Courses

Course Title	Basic Agriculture Science
Course Description	The course introduces the major areas of scientific agricultural production and research; presents problem solving lessons and introductory skills and knowledge in agricultural science and agri-related technologies. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities. This course is the prerequisite for all AFNR pathways. The following are examples of topics that can be covered: Veterinary Medicine, Plant Science, Animal Science, Natural Resources, Biotechnology, and Aquaculture.
Prerequisite	None

Course Title	Plant Sciences and Biotechnology
Course Description	Plant science is a basic component of the AgriScience pathway. 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. This course gives an overview of the plant science industry. The following are examples of topics that can be covered: Greenhouse Management, Nursery/Landscape Design, Plant Physiology, Plant Taxonomy, Genomics and Plant Genetics, and Hydroponics.
Prerequisite	Basic Agriculture Science

Course Title	Animal Science and Biotechnology
Course Description	As part of the AgriScience pathway program of study, this course is designed to introduce students to the scientific principles that underlie the breeding and husbandry of agricultural animals, and the production, processing, and distribution of agricultural animal products. Introduces scientific principles applied to the animal industry; covers reproduction, production technology, processing, and distribution of agricultural animal products. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities. This course gives an overview of the animal science industry. The following are examples of topics that can be covered: Animal Physiology, Agricultural Animal Science Industry, Small Animal Care & Management, Equine Management, Pre-Veterinary Medical Practices, Wildlife Management, Aquaculture, and Genomics & Animal Genetics.
Prerequisite	Basic Agriculture Science

Course Title	Pre-Veterinary Science
Course Description	The goal of this course is to obtain the prerequisite knowledge utilized in the veterinary field. The following are examples of topics that can be covered: zoonotic diseases, proper handling procedures of animals, animal rights and animal welfare, and laboratory procedures and safety.
Prerequisite	Basic Agriculture Science

Course Title	Veterinary Science – Academy for Advanced Studies only
Course Description	This course is designed to provide students with the basic skills and knowledge utilized in the veterinary field. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities. This course gives an overview of veterinary procedures and practices: Hospital Procedures, Laboratory Procedures, Anatomy, Physiology, Animal Handling, and Biotechnology.
Prerequisite	Basic Agriculture Science and Pre-Veterinary Science

Course Title	Equine Science – Academy for Advanced Studies only
Course Description	This laboratory course is designed to introduce students to the scientific principles of breeding and husbandry of horses, including the production, care, and management of horses. Students will be introduced to classification of breeds of horses, as well as nutrition, reproduction, and disease prevention and management.
Prerequisite	Basic Agriculture Science and Pre-Veterinary Science

Course Title	Turf Production and Management
Course Description	This course introduces procedures to establish, manage, and maintain ornamental or recreational turf, to prepare and maintain athletic fields and playing surfaces, and to produce a market turf.
Prerequisite	Basic Agriculture Science and General Horticulture and Plant Science

Course Title	Nursery Management and Landscape Design
Course Description	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.
Prerequisite	Basic Agriculture Science, General Horticulture and Plant Science, and Turf Production and Management

Architecture and Construction Cluster Courses

Course Title	Introduction to Drafting and Design
Course Description	Emphasis is placed on safety, geometric construction, fundamentals of computer-aided drafting, and multi-view drawings. Students learn drafting techniques through the study of geometric construction at which time they are introduced to computer-aided drafting and design. The standards are aligned with the national standards of the American Design Drafting Association (ADDA).
Prerequisite	None

Course Title	Architectural Drawing and Design I
Course Description	Architectural Drawing and Design I introduces students to the basic terminology, concepts, and principles of architectural design. Emphasis is placed on house designs, floor plans, roof designs, elevations (interior and exterior), schedules, and foundations. The standards are aligned with the drafting and design standards in Georgia's technical colleges, thus helping students qualify for advanced placement should they continue their education at the postsecondary level.
Prerequisite	Introduction to Drafting and Design

Course Title	Architectural Drawing and Design II
Course Description	Architectural Drawing and Design II builds on the skills developed in Architectural Drawing and Design I. Emphasis is placed on schedules, plumbing, heating and air, graphic presentations, plot/site plans, specifications, and building estimations. While the term computer-aided design (CAD) does not appear in each competency, CAD tools and software should be used extensively throughout the course. The standards are aligned with the drafting and design standards in Georgia's technical colleges, thus helping students qualify for advanced placement should they continue their education at the postsecondary level. Further, the standards are aligned with the national standards of the American Design Drafting Association (ADDA).
Prerequisite	Introduction to Drafting and Design, and Architectural Drawing and Design I

Course Title	Industry Fundamentals and Occupational Safety – Academy of Advanced Studies only
Course Description	This course is designed as the foundational course in the Carpentry, Plumbing, Electrical, Masonry, Machining, and Welding pathways to prepare students for pursuit of any career in construction. The course prepares the trainee for the basic knowledge to function safely on or around a construction site and in the industry in general and will provide the trainee with the option for an Industry Certification in the Construction Core.
Prerequisite	None

Course Title	Introduction to Construction – Academy of Advanced Studies only
Course Description	This course offers an opportunity for students to build on their knowledge and skills developed in Occupational Safety. The goal of this course is to introduce students to the history and traditions of the carpentry, masonry, plumbing, and electrical craft trades. Students will explore how the various crafts have influenced and been influenced by history. The student will also learn and apply knowledge of the care and safe use of hand and power tools as related to each trade. In addition, students will be introduced to, and develop skills to differentiate between blueprints, as is related to each individual craft area.
Prerequisite	Industry Fundamentals and Occupational Safety

Course Title	Carpentry – Academy for Advanced Studies only
Course Description	This course provides the student a solid foundation in carpentry skills and knowledge. The course provides an overview of the building materials used in the carpentry craft, as well as teaching techniques for reading and using blueprints and specifications related to the carpentry craft. The course provides specific knowledge and skills in site layout and floor and wall framing systems and includes basic industry terminology for a carpentry craftsperson.
Prerequisite	Industry Fundamentals and Occupational Safety and Introduction to Construction

Course Title	Masonry – Academy for Advanced Studies only
Course Description	This course provides students with a solid foundation in masonry skills and knowledge. The course provides knowledge and skills related to types and properties of mortar and concrete mixtures, as well as skills needed to operate hand tools, power tools, and equipment used in mixing mortar. Additional course components include knowledge and skills related to cutting, laying, and finishing of masonry units.
Prerequisite	Industry Fundamentals and Occupational Safety and Introduction to Construction

Course Title	Plumbing – Academy for Advanced Studies only
Course Description	This course provides students with a solid foundation in plumbing. This course provides basic skills and knowledge needed to apply Occupational Safety and Health Administration (OSHA) and Environmental Protection Agency (EPA) safety concepts and practices relating to the plumbing trade. The student is introduced to the basic knowledge and application of plumbing codes, as well as the handling, estimating, and storing of materials used in the plumbing trade. Involved in this process is the correct interpretation and application of architectural and construction drawings, related to plumbing installation.
Prerequisite	Industry Fundamentals and Occupational Safety and Introduction to Construction

Course Title	Electrical – Academy for Advanced Studies only
Course Description	This course provides the student a solid foundation in electrical skills and knowledge. The course builds on the concepts of electrical safety introduced in Occupational Safety and provides knowledge and basic skills of the hardware and systems used by an electrician. The course incorporates general knowledge of the National Electrical Code and electrical systems, including series, parallel, and series-parallel circuits. In addition, students will be introduced the skills and knowledge of conduit bending and installation.
Prerequisite	Industry Fundamentals and Occupational Safety and Introduction to Construction

Course Title	Introduction to Metals – Academy for Advanced Studies only
Course Description	The metals technology curriculum, Introduction to Metals, is designed to acquaint students with the three major technical occupations (welding, sheet metal, and machining). The various activities equip high school students with the skills needed to select a metal industry occupation, enter the workforce, and continue to advance in one of these specialized metals occupations. Experiences include an introduction to the basic requirements of each of these fields, exposure to the structure and nature of career opportunities, and an introduction to types of training and skills required and the use of specialized tools, equipment, and materials. This course is designed to familiarize students with fundamentals of various metal occupations for the purpose of preparing them to select either welding, sheet metal, or machining for more highly specialized training in subsequent courses.
Prerequisite	Industry Fundamentals and Occupational Safety

Course Title	Welding I – Academy for Advanced Studies only
Course Description	This course is designed to provide students with the basic knowledge and safe operating skills needed to demonstrate proper set of equipment in oxyfuel, shielded metal arc welding (SMAW), and gas metal arc welding (GMAW). The students will perform oxyfuel cuts using acetylene and propane gasses. The students will select electrodes and perform welds using SMAW and GMAW to current industry standards. Welding symbols will be used to interpret detailed drawings used for fabrication. American Welding Society codes will be used to determine the soundness of welds.
Prerequisite	Welding Industry Fundamentals and Occupational Safety and Introduction to Metals

Arts, Audio-Video and Communications Cluster Courses

Course Title	Audio-Video Technology and Film I
Course Description	The course prepares students for employment or entry into a postsecondary education program in the audio and video technology career field. Topics covered may include, but are not limited to terminology, safety, basic equipment, script writing, production teams, production and programming, lighting, recording and editing, studio production, and professional ethics.
Prerequisite	None

Course Title	Audio-Video Technology and Film II
Course Description	This course is the second in a series to prepare for a career in Audio & Video Technology and Film and/or to transfer to a postsecondary program for further study. Topics include: Planning, Writing, Directing and Editing a Production; Field Equipment Functions; Operational Set-Up and Maintenance, Advanced Editing Operations, Studio Productions, Performance, Audio/Video Control Systems, Production Graphics, Career Opportunities, and Professional Ethics. Skills USA-VICA and the Georgia Scholastic Press Association are appropriate organizations for providing leadership training and for reinforcing specific career and technical skills and are considered an integral part of the instructional program.
Prerequisite	Audio-Video Technology and Film I

Course Title	Audio-Video Technology and Film III
Course Description	This course is designed to allow the student to participate in an Audio & Video Technology and Film environment and develop news and feature broadcasts for use throughout the school. Competencies will be obtained in a laboratory setting on the school campus. Topics include: Production; Communication Skills; and Professional Ethics. Skills USA-VICA and the Georgia Scholastic Press Association are appropriate organizations for providing leadership training and for reinforcing specific career and technical skills and are considered an integral part of the instructional program.
Prerequisite	Audio-Video Technology and Film I, and Audio-Video Technology and Film II

Course Title	Broadcast Video Production Applications 0475
Course Description	This course is designed to allow the student to participate in an Audio & Video Technology and Film environment and develop news and feature broadcasts for use throughout the school. Competencies will be obtained in a laboratory setting on the school campus. Topics include: Production; Communication Skills; and Professional Ethics. Skills USA-VICA and the Georgia Scholastic Press Association are appropriate organizations for providing leadership training and for reinforcing specific career and technical skills and are considered an integral part of the instructional program.
Prerequisite	Audio-Video Technology and Film I, and Audio-Video Technology and Film II

Course Title	Introduction to Graphics and Design – Academy for Advanced Studies only
Course Description	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.
Prerequisite	None

Course Title	Graphics Design & Production – Academy for Advanced Studies only
Course Description	This course builds on knowledge and skills learned in the Introduction to Graphics and Design course and focuses on procedures commonly used in the graphic communication and design industries. Students will gain more experience in creative problem solving and the practical implementation of those solutions across multiple areas of graphic design and graphic communications.
Prerequisite	Introduction to Graphics and Design

Course Title	Advanced Graphic Design – Academy for Advanced Studies only
Course Description	Students will continue to explore the principles of design and layout procedures as they relate to the field of graphic design in an increasingly independent manner from direct teacher control. 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.
Prerequisite	Introduction to Graphics and Design and Graphics Design & Production

Course Title	Advanced Graphic Output Processes – Academy for Advanced Studies only
Course Description	Students will gain more advanced levels of experience to complete the output processes of various projects in an increasingly independent manner. Students also learn to manage the output and completion process as a whole including customer relations management, printing, finishing, and binding. Students will continue to accumulate work samples that will constitute their personal portfolio. Upon successful completion of the course, students are prepared to move into employment or a post-secondary educational environment where self-motivation and a high level of skill are expected.
Prerequisite	Introduction to Graphics and Design and Graphics Design & Production

Business Management and Administration Cluster Courses

Course Title	Introduction to Business and Technology
Course Description	The course is designed for high school students as an overview of business and technology skills required for today's business environment. Knowledge of business principles, the impact of financial decisions, and technology proficiencies demanded by business combine to establish the elements of this course. Emphasis is placed on developing proficient fundamental computer skills required for all career pathways. Students will learn essentials for working in a business environment, managing a business, and owning a business. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Students will not only understand the concepts but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the employability skills standards and content standards for this course.
Prerequisite	None

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

Course Title	Entrepreneurship
Course Description	This course concentrates on the management skills necessary for successful business operation. Students will study management strategies for developing and implementing business plans; structuring the organization; financing the organization; and managing information, operations, marketing and human resources. International business principles are infused in the standards for Entrepreneurial Ventures. An integral component of the Entrepreneurial Ventures course is a school-based or community-based entrepreneurial venture that will engage students in the creation and management of a business and the challenges of being a small business owner. 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.
Prerequisite	Introduction to Business and Technology and Legal Environment of Business

Education and Training Cluster Courses

Course Title	Early Childhood Education I
Course Description	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.
Prerequisite	None

Course Title	Early Childhood Education II
Course Description	This course 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.
Prerequisite	Early Childhood Education I

Course Title	Early Childhood Education III
Course Description	Early Childhood Education III is the third course in the Early Childhood Care & Education pathway and one option for program completers who may not have the opportunity of participating in the Early Childhood Education Practicum. The course provides in-depth study of early brain development and its implications for early learning, appropriate technology integration, and developmentally appropriate parenting and child guidance trends. Also addressed are collaborative parent/teacher/child relationships and guidance, child directed play, the changing dynamics of family culture and diversity, the causes and effects of stress on young children, and infant nutrition.
Prerequisite	Early Childhood Education I and Early Childhood Education II

Course Title	Early Childhood Education Practicum – Academy for Advanced Studies only
Course Description	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.
Prerequisite	Early Childhood Education I and Early Childhood Education II

Course Title	Examining the Teaching Profession – Academy for Advanced Studies only
Course Description	Examining the Teaching Profession prepares candidates for future positions in the field of education. Teaching Profession candidates study, apply, and practice the use of current technologies, effective teaching and learning strategies, the creation of an effective learning environment, the creation of instructional opportunities for diverse learners and students with special needs, and plan instruction based on knowledge of subject matter, students, community, and curriculum performance standards.
Prerequisite	None

Course Title	Contemporary Issues in Education - Academy for Advanced Studies only
Course Description	This course engages the candidate in observations, interactions, and analyses of critical and contemporary educational issues. The candidate will investigate issues influencing the social and political contexts of educational settings in Georgia and the United States and actively examine the teaching profession from multiple vantage points both within and outside of the school. Against this backdrop, the candidate will reflect on and interpret the meaning of education and schooling in a diverse culture and examine the moral and ethical responsibilities of teaching in a democracy.
Prerequisite	Examining the Teaching Profession

Course Title	Teaching as a Profession Practicum - Academy for Advanced Studies only
Course Description	The practicum offers a candidate in the Teaching as a Profession career pathway a field experience under the direct supervision of a certified teacher (mentor teacher). The internship stresses observing, analyzing, and classifying activities of the mentor teacher and comparing personal traits with those of successful teachers. The candidate intern will develop a portfolio of their skills, plan and teach a lesson or lessons, understand and practice confidentiality as it pertains to the teaching profession, meet the needs of special education students, maintain the safety of the students and practice professionalism and ethical behavior. .
Prerequisite	Examining the Teaching Profession and Contemporary Issues in Education

Energy Cluster Courses

Course Title	Foundations of Energy Technologies – Academy for Advanced Studies only
Course Description	This introductory course is designed to allow students to develop a broad understanding of the energy industry including infrastructure, generation, transmission and distribution of nonrenewable, renewable, and inexhaustible energy sources. Energy sources will be researched to include the regional and global economic implications, environmental, and sustainability issues. Students will explore future trends of energy and power. Students will develop, through research, an alternative energy system that will demonstrate their understanding of a unique, as well as appropriate, approach to energy and power generation.
Prerequisite	None

Course Title	Energy and Power: Generation, Transmission, & Distribution – Academy for Advanced Studies only
Course Description	In this course, students will continue to learn about energy and power industry fundamentals by furthering their knowledge regarding electric power generation, transmission and distribution. In addition, the students will gain knowledge about business models, regulations, and safety within the energy industry.
Prerequisite	Foundations of Energy Technologies

Course Title	Energy Systems Applications – Academy for Advanced Studies only
Course Description	This course explores the relationship between force, work, energy, and power. Students study the characteristics, availability, conversion, control, transmission, and storage of energy and power, as well as examine and apply the principles of electrical, fluid, and mechanical power. Students research renewable, non-renewable, and inexhaustible resources and conservation efforts. Using their course-acquired skills, students will further understand the many careers that exist in energy and related technologies.
Prerequisite	Foundations of Energy Technologies and Energy and Power Technology

Finance Cluster Courses

Course Title	Introduction to Business and Technology
Course Description	The course is designed for high school students as 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. Students will not only understand the concepts but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the employability skills standards and content standards for this course. Various forms of technologies will be highlighted to expose students to the emerging technologies impacting the business world. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are taught in this course as a foundational knowledge to prepare students to be college and career ready.
Prerequisite	None

Course Title	Financial Literacy
Course Description	Areas of study taught through application in personal finance including sources of income, budgeting, banking, consumer credit, credit laws and rights, personal bankruptcy, insurance, spending, taxes, investment strategies including savings accounts, mutual funds and the stock market, buying a vehicle, and living independently. Based on the hands-on skills and knowledge applied in this course, students will experience developing financial goals, creating realistic and measurable objectives to be MONEY SMART! Financial literacy places great emphasis on problem solving, reasoning, representing, connecting and communicating financial data throughout this course.
Prerequisite	Introduction to Business & Technology
Course Title	Principles of Accounting I
Course Description	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. Competencies for the co- curricular student organization Future Business Leaders of America (FBLA) are integral components of the performance standards. FBLA activities should be incorporated throughout instructional strategies developed for the course.
Prerequisite	Introduction to Business & Technology and Financial Literacy

Course Title	Accounting and Banking
Course Description	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. Students will also integrate the skills and practices that undergird our banking system.
Prerequisite	Introduction to Business & Technology and Financial Literacy

Course Title	Accounting and Investing
Course Description	Students build on the knowledge acquired in Principles of Accounting I as they further their studies in accounting. Students perform accounting activities for partnerships and corporations following generally accepted accounting procedures. Uncollectible accounts, plant assets, inventory, notes payable and receivable, prepared and accrued expenses, and unearned and accrued revenues are analyzed, and related adjustments are calculated. Students apply accounting procedures to the formation, dissolution, and liquidation of business entities. In addition, students apply managerial accounting techniques. Competencies for the co-curricular student organization Future Business Leaders of America (FBLA) are integral components of the performance standards. FBLA activities should be incorporated throughout instructional strategies developed for the course.
Prerequisite	Introduction to Business & Technology, Financial Literacy, Accounting and Banking

Course Title	Banking, Investing and Insurance
Course Description	Explore the financial world as students dive into the main areas of financial services: banking, investing, and insurance. Basics of banking and credit including a brief history of money and banking, negotiable instruments, creation of credit, and the function of banks are explored. 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. 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. Ethical issues and case students 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.
Prerequisite	Introduction to Business & Technology and Financial Literacy

Government and Public Administration Cluster Courses

Course Title	JROTC Navy I – Located at AAS, ELHS, MHS, LHS, SHS, and UGHS
Course Description	This course combines all information on military drill and ceremonies, uniform regulations, physical fitness, orienteering, principles of health, first aid, survival, leadership and communications, and helps students understand the mission, goals and opportunities available as members of the NJROTC program. Students develop an understanding of our nation, our values, traditions, heritage, respect for our laws, and becoming informed responsible citizens. Successful completion of three courses of credit will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.
Prerequisite	None

Course Title	JROTC Navy II - Located at AAS, ELHS, MHS, LHS, SHS, and UGHS
Course Description	Naval Science II further develops the traits of citizenship and leadership in students and introduces cadets to the maritime history of the world and the United States from the American Revolution up to the present time. Core technical skills that are mastered through integration include geography, oceanography, astronomy, physical science, meteorology, and weather. Successful completion of three courses of credit will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.
Prerequisite	JROTC Navy I

Course Title	JROTC Navy III - Located at AAS, ELHS, MHS, LHS, SHS, and UGHS
Course Description	Third year Naval Science further develops the foundation in citizenship and leadership providing classroom and contextual application in Naval Organization and ship, an expounding upon the virtues of United States citizenship with knowledge of uses of the world's waterways through the viewpoint of National power and International law. Successful completion of three courses of credit will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.
Prerequisite	JROTC Navy I and JROTC Navy II

Course Title	JROTC Navy IV - Located at AAS, ELHS, MHS, LHS, SHS, and UGHS
Course Description	In Naval Science IV students take a more in-depth look at what leadership is, learn how to maximize leadership abilities, effective communication, and draw parallels to leadership in the unit to the school, community, and life. Successful completion of three courses of credit will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.
Prerequisite	JROTC Navy I, JROTC Navy II, JROTC III

Course Title	JROTC Aerospace Science I– Located at DHS and OHS
Course Description	The course is designed to enable the student to sort through the key aspects of the historical development of flight and the role of the military in history. Students develop and illustrate ideas about attempts to fly in ancient civilizations throughout the world, the first record of scientific study, first flights, and the impact aviation had on the conduct of war. The course enables the students to distinguish the United States' position at wartime and how wars brought about the development of new weapons, new methods of warfare, new aircraft, more pilots, and the need for pilot training. The course is designed for students to examine the historical development of flight and the role of the military in history. Students explore the U.S. policy of containing the spread of communism and the role of air power during the Korean War, the Cuban Missile Crisis, and the Vietnam War. The students review the peaceful roles and missions in support of national objectives in which the military is involved, and the value of air power during the Persian Gulf War.
Prerequisite	None

Course Title	JROTC Aerospace Science II - at DHS and OHS
Course Description	In this course, the students identify the history, mission, purpose, goals, objectives, and importance of the Air Force Junior Reserve Officer Training Corps (AFJROTC). They develop an understanding of the importance of attitude, discipline, respect, and practice values and ethics that are so important for self-growth. The students demonstrate the importance of individual self-control and how an effective stress management program improves the quality of life. The Leadership Education portion of the course explains why courtesies are rendered to the United States flag and the National Anthem. Students model being good, democratic citizens and study different forms of governments. The students practice wellness techniques and encourage others to live healthy lifestyles. The students use first aid techniques to minimize injury and harm to themselves and others. The importance of staying well permeates their studies. Students begin to conduct basic individual drill and ceremonies demonstrations and must adhere to establish grooming standards by exemplifying proper wearing of the United States Air Force uniform. In Drill and Ceremonies students cover the basic aspects of drill. Students learn the importance, purpose, and meaning of military drill terms, the significance of the United States Flag, positions and movements required of each individual in forming elements, flights, and squadrons and the commands to execute those positions and movements. Students also learn about the drill of the flight and squadron.
Prerequisite	JROTC Aerospace Science I

Course Title	JROTC Aerospace Science III– Located at DHS, OHS
Course Description	This course focuses on the science of flight. Students explore the aerospace environment and the human requirements of flight. Students identify the basic facts and general principles of the atmosphere and the elements of weather. Learning the weather elements and a general understanding of how all these parts interact to give us the weather is critical to understanding the aerospace environment. After developing an understanding of the environment, how the environment affects flight is introduced. The students study the human circulatory system, the effects of acceleration and deceleration, and protective equipment to understand their use in the aerospace environment. The course is designed to introduce the students to the principles of aircraft flight navigation, theory of flight and basic aeronautics. The students determine why the forces of lift, weight, thrust and drag are essential to successful flight. Students practice basic navigation, including map reading, course plotting, and the effects of wind. The performance standards in this course are based on the performance standards identified in the curriculum for the United States Air Force Junior Reserve Officer Training Corps (AFJROTC). Successful completion of at least 3 units of credit of the AFROTC programs will qualify the students for advanced placement in a college ROTC program or accelerated promotion in the military service.
Prerequisite	JROTC Aerospace Science I and JROTC Aerospace Science II

Course Title	JROTC Aerospace Science IV– Located at DHS and OHS
Course Description	In leadership education, written reports and speeches compliment the course material. The students develop communications skills and participate in cadet corps activities. Cadet corps activities include holding positions of greater responsibility in the planning and execution of corps projects. These activities emphasize the concepts of effective communication. The course work allows students to examine themselves in relation to others, and the society in which they live. The course also builds communication and interpersonal skills. The students focus on team building to improve quality and productivity. They develop an understanding of the complexity of leadership and its contribution to mission accomplishment. Unlocking Your Potential (UYP) prepares and inspires the students to succeed in life by setting goals. It explains how setting goals and creating positive habits pave the road to success. It also helps build self-esteem and motivates the student's inner strength. It shows the students they have the potential to believe and accomplish anything they desire.
Prerequisite	JROTC Aerospace Science I, JROTC Aerospace Science II, and JROTC Aerospace Science III

Health Science Cluster Courses

Course Title	Introduction to Healthcare
Course Description	Introduction to Healthcare is the foundational course for all Health Science pathways and is a prerequisite for all other Healthcare Science pathway courses. This course will enable students to receive initial exposure to the many Healthcare Science careers as well as employability, communication, and technology skills necessary in the healthcare industry. The concepts of human growth and development, interaction with patients and family members, health, wellness, and preventative care are evaluated, as well as the legal, ethical responsibilities of today's healthcare provider. Fundamental healthcare skills development is initiated including microbiology, basic life support and first aid. This course will provide students with a competitive edge to be the better candidate for either entry into the healthcare global marketplace and/or the post-secondary institution of their choice to continue their education and training.
Prerequisite	None

Course Title	Essentials of Healthcare
Course Description	Anatomy and Physiology is a vital part of most healthcare post-secondary education programs. The Essentials of Healthcare is a medical-focused anatomy course addressing the physiology of each body system, along with the investigation of common diseases, disorders and emerging diseases. The prevention of disease and the diagnosis and treatment that might be utilized are addressed, along with medical terminology related to each system. This course provides an opportunity to demonstrate technical skills that enforce the goal of helping students make connections between medical procedures and the pathophysiology of diseases and disorders. *An additional Human Anatomy and Physiology credit of the same grade awarded for Essentials of Healthcare will be posted to the transcript.*
Prerequisite	Introduction to Healthcare

Course Title	Allied Health and Medicine
Course Description	This course is designed to offer students the opportunity to become effective and efficient multi-skilled healthcare providers as they develop a working knowledge of various allied health opportunities. Students focusing on a career path in the healthcare field may apply classroom/lab knowledge and skills in the clinical setting as they participate in direct or simulated client care. The curriculum allows instructors to provide options for classroom/student growth opportunities in area(s) of interest to the student.
Prerequisite	Introduction to Healthcare, Essentials of Healthcare and instructor approval

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

Course Title	Fundamentals of Exercise Physiology
Course Description	This course is appropriate for students wishing to pursue a career in personal training or for those who desire an introduction in the field of exercise physiology. The course will enable students to perform fitness assessments, and to use data to develop exercise and training routines, fitness plans, and nutritional programs to fit the needs of clients. 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.
Prerequisite	Introduction to Healthcare, Essentials of Healthcare and instructor approval

Course Title	Pharmacy Operations and Fundamentals – Academy of Advanced Studies only
Course Description	This course is an introduction to pharmacy technology professions, employment opportunities, and basic pre-pharmacy technician skills which may be utilized in either clinical or community settings such as retail, home health care, and ambulatory care pharmacies. Intensive pharmacy specific safety and security training are provided including potential drug addiction and abuse issues relative to pharmaceutical care such as robberies and identification of forgeries. Students are required to adhere to Federal Regulatory Agencies and Acts guidelines including Food, Drug, and Cosmetic Act, Controlled Substances Act (CSA), Joint Commission on Accreditation of Healthcare Organizations (JCAHO), Drug Enforcement Administration (DEA) in addition to the pharmacy regulatory agencies within the state of Georgia. Technical skills in the preparation and administration of medications are practiced in simulated clinical labs. Students must demonstrate the utilization of all professional and safety guidelines as designated by applicable Federal and State regulatory agencies and acts such as the Drug Enforcement Administration (DEA) and the Controlled Substance Act while performing simulations. The impact of pharmaceuticals on the provision of healthcare and the importance of client education are integrated throughout the course.
Prerequisite	Introduction to Healthcare, Essentials of Healthcare and instructor approval

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

Course Title	Principles of Sports Medicine – Academy of Advanced Studies only
Course Description	The course is appropriate for students who wish to pursue a career in healthcare with a focus on the musculoskeletal system, injury assessment, injury prevention, or rehabilitation including careers in Sports Medicine and Rehabilitative Services. This course will enable students to receive initial exposure to therapeutic services skills and attitudes applicable to the healthcare industry. The concepts of anatomy and physiology, assessment, preventative and rehabilitative care are introduced. Fundamental healthcare skills development is initiated, including medical terminology, kinesiology, patient assessment, record keeping, and basic life support.
Prerequisite	Introduction to Healthcare, Essentials of Healthcare and instructor approval

Course Title	Essentials of Health IT
Course Description	Health IT is a growing and expanding industry in our state and across the country. This course takes an overall look at the current state of healthcare in the United States. Students will analyze the larger role that technology and information technology will play in our healthcare system, the impact that technology has on the healthcare field and what careers will be available due to these changes. Terminology utilized in Health IT including Electronic Medical Records (EMR), Electronic Health Records (EHR), Health Informatics, and Health Information Management (HIM) will be discussed. The impact of the American Recovery and Reinvestment Act (ARRA), Health Information Technology for Economic and Clinical Health Act (HITECH), and future legislation acts will be evaluated. Students will also investigate the advancement of mobile technology (mhealth) and telemedicine, and the benefits of its use.
Prerequisite	Introduction to Healthcare

Course Title	Applications of Health IT
Course Description	In this course, students will analyze the three main groups of HIT applications in hospitals and the clinical functions. The importance of patient confidentiality and security will be analyzed. The challenges with the Health Information Exchange implementation will be evaluated. Students will research the HIT project life cycle and HIT project management components and stages. Further exploration of telemedicine and the use of electronic health records will be demonstrated in this course.
Prerequisite	Introduction to Healthcare, Essentials of Health IT

Hospitality and Tourism Cluster Courses

Course Title	Introduction to Culinary Arts –Academy for Advanced Studies only
Course Description	Introduction to Culinary Arts is a course designed to introduce students to fundamental food preparation terms, concepts, and methods in Culinary Arts where laboratory practice will parallel class work. Fundamental techniques, skills, and terminology are covered and mastered with an emphasis on basic kitchen and dining room safety, sanitation, equipment maintenance and operation procedures. Course also provides an overview of the professionalism in the culinary industry and career opportunities leading into a career pathway to Culinary Arts.
Prerequisite	None

Course Title	Culinary Arts I –Academy for Advanced Studies only
Course Description	Culinary Arts I is designed to create a complete foundation and understanding of Culinary Arts leading to post-secondary education or a foodservice career. Building from techniques and skills learned in Foundation of Culinary Arts, this fundamentals course begins to involve in- depth knowledge and hands on skill mastery of Culinary Arts.
Prerequisite	Introduction to Culinary Arts

Course Title	Culinary Arts II –Academy for Advanced Studies only
Course Description	Culinary Arts II is an advanced and rigorous in-depth course designed for the student who has continued the Culinary Arts Pathway and wishes to continue their education at the post- secondary level or enter the foodservice industry as a proficient and well-rounded individual. Strong importance is given to refining hands-on production of the classic fundamentals in the commercial kitchen.
Prerequisite	Introduction to Culinary Arts and Culinary Arts I

Human Services Cluster Courses

Course Title	Introduction to Personal Care - Academy for Advanced Studies only
Course Description	This course introduces both fundamental theory and practices of the personal care professions including nail technicians, estheticians, barbers, and cosmetologists. Emphasis will be placed on professional practices and safety. Areas addressed in this course include: state rules and regulations, professional image, bacteriology, decontamination and infection control, chemistry fundamentals, safety, Hazardous Duty Standards Act compliance, and anatomy and physiology. Students will experience basic hands-on skills in each area to help them determine the pathway they are most interested in pursuing. By completing courses in the personal care services pathways, students can potentially earn credit toward the hours required by the Georgia State Board of Barbering and/or Cosmetology or hours toward their license as an esthetician or nail technician.
Prerequisite	None

Course Title	Cosmetology II - Academy for Advanced Studies only
Course Description	This course, as well as additional advanced cosmetology courses, aligns with the Georgia State Board of Cosmetology requirements and licensure as well as with the Technical College System of Georgia. This course is designed to enhance the understanding of anatomy of the skin and hair and how it relates to the Cosmetology Industry. Students will master shampooing, permanent waving, haircutting, basic skin care and make-up application while maintaining safety and sanitation in the workplace set forth by OSHA standards.
Prerequisite	Introduction to Personal Care

Course Title	Cosmetology III - Academy for Advanced Studies only
Course Description	This course will cover haircutting, hair color, and relaxers. Both theory and practical work will be implemented for students to have basic entry level skills in the field of cosmetology. Safety and infection control will be applied throughout this course. Professional work ethics, communication skills, critical thinking skills, soft skills and professional image will be utilized during this course. This course aligns to the regulations and requirements of the State Board of Cosmetology.
Prerequisite	Introduction to Personal Care and Cosmetology II

Course Title	Food, Nutrition, & Wellness
Course Description	Food, Nutrition and Wellness is the foundational course in the nutrition and food science pathway. The focus of the course is centered on healthy food and lifestyle choices. Students will investigate the interrelationship of food, nutrition and wellness to promote good health. Mastery of standards through project-based learning, technical skills practice, and leadership development activities of Family, Career and Community Leaders of America (FCCLA) will provide students with a competitive edge for either entry into the education global marketplace and/or the post-secondary institution of their choice to continue their education and training.
Prerequisite	None

Course Title	Food for Life
Course Description	Food for Life is an advanced course in food and nutrition that addresses the variation in nutritional needs at specific stages of the human life cycle: pregnancy, lactation, infancy, childhood, adolescence, and adulthood, including old age. The most common nutritional concerns, their relationship to food choices and health status, and strategies to enhance well-being at each stage of the life cycle are emphasized. This course provides knowledge for real life and offers students a pathway into dietetics, consumer food, and nutrition science careers with additional education at the post-secondary level.
Prerequisite	Food, Nutrition and Wellness

Course Title	Food Science
Course Description	Food Science integrates many branches of science and relies on the application of the rapid advances in technology to expand and improve the food supply. Students will evaluate the effects of processing, preparation, and storage on the quality, safety, wholesomeness, and nutritive value of foods. Building on information learned in Nutrition and Wellness and Chemistry, this course illustrates scientific principles in an applied context, exposing students to the wonders of the scientific world. Careers in food production and handling will be explored.
Prerequisite	Food, Nutrition & Wellness and Food for Life

Information Technology Cluster Courses

Course Title	Introduction to Software Technology
Course Description	Introduction to Digital Technology is the foundational course for Web & Digital Communications, Programming, and Advanced Programming 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 hardware, software, programming, web design, IT support, and networks are all taught in a computer lab with hands-on activities and project focused tasks. Students will not only understand the concepts but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the employability skills standards and content standards for this course. Various forms of technologies will be highlighted to expose students to the emerging technologies impacting the 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.
Prerequisite	None

Course Title	Introduction to Hardware Technology- Academy for Advanced Studies Only
Course Description	Introduction to Hardware Technology is the foundational course for Information Support & Services, Networking, and Cybersecurity pathways. This course is designed for high school students to understand, communicate, and adapt to a digital world as it impacts their personal lives, society, and the business world. Exposure to foundational knowledge in hardware, IT support, networks, and cybersecurity are all taught in a computer lab with hands-on activities and project-focused tasks. 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. Various forms of technologies will be used to expose students to resources, software, and applications of technology maintenance and repair. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organizations are integral components of both the employability skills standards and content standards for this course. Introduction to Hardware Technology is the first course in the Networking, Cybersecurity, and Information Support and Services pathways and is appropriate for all high school students. The prerequisite for this course is advisor approval.
Prerequisite	None

Course Title	Computer Science Principles (will meet the Computer Science requirement)
Course Description	This course emphasizes the content, practices, thinking and skills central to the discipline of computer science. Through both its content and 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.
Prerequisite	Introduction to Digital Technology

Course Title	AP Computer Science (will meet the Computer Science requirement)
Course Description	The AP Computer Science "A" course is designed to provide students with a learning experience equivalent to that of an introductory college course in Computer Science. The AP Computer Science A course emphasizes object-oriented programming using the Java programming language with a concentration on problem solving and algorithm development, and includes the study of data structures, design, and abstraction. Other topics covered include an overview of the history of computing, basics of computing systems, ethics in computing, syntax/semantics in Java, subroutines, selection, repetition, classes, and their methods, and an introduction to the GridWorld Case Study. The GridWorld case study provides a graphical environment in which students can experiment with different types of objects and observe how programming changes will affect the behavior of those objects. It is a required part of the AP Computer Science A curriculum. This is a two-semester course that will culminate in the AP Examination in Computer Science A.
Prerequisite	Introduction to Digital Technology and Computer Science Principles

Course Title	Programming, Apps, and Society
Course Description	The course is designed for high school students to strategize, design, and develop games and mobile and desktop applications that can be produced in the real world. Students will learn about life cycles of project development and use models to develop applications. Attention will be placed on how user interfaces affect the usability and effectiveness of a game or an application. Programming constructs will be employed which will allow students' applications to interact with "real world," stimuli. The course exposes students to privacy, legality, and security considerations with regards to the software industry.
Prerequisite	Introduction to Digital Technology and Computer Science Principles

Course Title	Introductory to Cybersecurity – Academy for Advanced Studies only
Course Description	This course examines how the concept of security integrates into the importance of user involvement, security training, ethics, and trust, application of cybersecurity practices and devices, and best practices management. The fundamental skills cover internal and external threats to network security and design, how to enforce network level security policies, how to protect an organization's information, and a broad range of other topics. Students will operate in a virtual network environment during this course.
Prerequisite	Introduction to Digital Technology

Course Title	Advanced Cybersecurity – Academy for Advanced Studies only
Course Description	This course explores the field of cybersecurity with updated content including new innovations in technology and methodologies. It builds on existing contents introduced in Introduction to Cybersecurity and expands into malware threats, cryptography, organizational security, and wireless technologies. Students will conduct risk assessments and learn network protocols. Students will operate in a virtual network environment during this course.
Prerequisite	Introduction to Digital Technology and Intro to Cybersecurity

Course Title	Cloud Computing – Academy for Advanced Studies only
Course Description	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 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. Cloud Computing is the third course in the Cloud Computing career pathway. Students enrolled in this course should have successfully completed Introduction to Digital Technology and Computer Science Principles, in that order. After mastery of the standards in this course, students should be prepared to earn an industry-recognized credential in this career area, such as AWS Certified Cloud Practitioner (https://aws.amazon.com/certification/certified-cloud-practitioner/), Google Associate Cloud Engineer (https://cloud.google.com/certification/cloud-engineer), or Microsoft Certified Azure Fundame
Prerequisite	Introduction to Software Technology and Computer Science Principles

Course Title	IT Essentials
Course Description	Students taking this course will develop a skill set to solve computer problems, perform preventive maintenance, and explain functions of purposes of computer elements. Existing in a world full of computer technology, students will gain practical experience in assembling a computer system, installing an operating system, troubleshooting computers and peripherals, and using system tools and diagnostic software.
Prerequisite	Introduction to Digital Technology

Course Title	IT Support
Course Description	How do you make the device work? Students will apply Information Technology Essentials skills to diagnose and correct computer problems. By building knowledge and skill, students will install, build, upgrade, repair, configure, troubleshoot, and perform preventative maintenance on computer hardware, operating systems, laptops and portable devices. Practical and hands-on experience of troubleshooting and maintenance will allow students to demonstrate mastery of skills.
Prerequisite	Introduction to Digital Technology and IT Essentials

Course Title	Networking Fundamentals
Course Description	This course is designed to provide students with the background necessary to understand the local area networking information on workstations and networking. Students will learn the processes involved in designing, implementing, upgrading, managing, and otherwise working with networks and network technologies.
Prerequisite	Introduction to Digital Technology

Course Title	Networking Systems and Support
Course Description	Students will apply a variety of fundamental skills utilized in entry-level computer network systems administration positions. Exposure to various aspects of network hardware and software maintenance and monitoring, configuring and supporting a local area network (LAN) and a wide area network (WAN), Internet systems and segments of network systems will allow students to develop a strong knowledge base for networking systems and support. Students will be involved in designing, implementing, upgrading, managing, and working with networks and network technologies.
Prerequisite	Introduction to Digital Technology and Networking Fundamentals

Course Title	Game Design: Animation & Simulation – Academy for Advanced Studies only (will meet the Computer Science requirement)
Course Description	Students will gain an understanding of the fundamental principles used at every stage of the game creation process. Topics include game genres and modes of play, virtual characters and non-player characters, level design, storytelling, and animation, and the understanding of player motivation and augmented reality.
Prerequisite	Introduction to Digital Technology and Computer Science Principles

Law, Public Safety, Corrections and Security Cluster Courses

Course Title	Introduction to Law, Public Safety, Corrections, and Security
Course Description	Introduction to Law, Public Safety, Corrections, and Security (LPSCS) is the prerequisite for multiple pathways within the Career Cluster. This course provides students with career focused educational opportunities in various LPSCS fields. It examines the basic concepts of law related to citizens' rights and the responsibilities, and students will receive instruction in critical skill areas including communicating with diverse groups, conflict resolution, ethics, CERT (Citizens Emergency Response Training, or similar program), basic firefighting, report writing, terrorism, civil and criminal law. Career planning and employability skills will be emphasized.
Prerequisite	None

Course Title	Criminal Justices Essentials
Course Description	Criminal Justice Essentials provides an overview of the criminal justice system. Starting with historical perspectives of the origin of the system, the course then reviews the overall structure. Students will then be immersed in criminal and constitutional law. Then the course gives students a review of basic law enforcement skills. The course ends with a mock trial to provide the participants with a firsthand experience of the criminal justice system.
Prerequisite	Introduction to Law, Public Safety, Corrections, and Security

Course Title	Criminal Investigations and Forensic Science
Course Description	Forensic Science and Criminal Investigations is a course designed to contextualize scientific principles within the career studies of students interested in criminal justice. Students will study the forensic application of principles of chemistry, biology, physics and other disciplines. Students will utilize chromatography, electrophoresis, microscopic observation and other scientific techniques in their studies. Students will also learn some investigative techniques and crime scene investigation skills all through the lens of the scientific method.
Prerequisite	Introduction to Law, Public Safety, Corrections, and Security and Criminal Justices Essentials

Course Title	Emergency Medical Technician – Basic Level – AAS only
Course Description	Emergency Medical Technician – Basic Level will prepare students to earn certification through Henry County Fire Department in Basic Level – Emergency Medical Technician. Successful participants of this course should be equipped to pursue immediate employment with the fire department, hospitals and Emergency Medical Services. This course is offered through a partnership with HCFD and may have costs associated with required uniforms, supplies, and CPR certification.
Prerequisite	Intro to Fire & Emergency Services, Essentials of Fire & Emergency Services, and Applications of Firefighting

Manufacturing Cluster Courses

Course Title	Introduction to Mechatronics: DC Theory, Pneumatic Systems, and Programmable Logic Controllers – Academy for Advanced Studies only
Course Description	By completing this course, students will be introduced to direct current concepts and applications, pneumatic system fundamentals, and programmable logic controllers (PLCs). Topics include, but are not limited to, electrical laws and principles, magnetism, series, parallel, and simple combination DC circuits, pneumatic system principles and components, and PLC installation and programming. Theory and practical application concepts are discussed and illustrated through labs. Furthermore, this course introduces students to the operational theory, systems terminology, installation, and programming procedures for PLCs. Emphasis is placed on PLC programming, connections, installation, and start-up procedures. Other topics include timers and counters, relay logic instructions, and hardware and software applications.
Prerequisite	None

Course Title	AC Theory, Electric Motors, and Hydraulic Systems – Academy for Advanced Studies only
Course Description	This course further expands the student's knowledge and understanding of Mechatronics through introducing students to: alternating current theory and applications of varying sine wave voltages and current, inductance and capacitance, motor theory and operating principles, control devices, symbols and schematic diagrams, preventative maintenance and troubleshooting, and hydraulic system principles and components. Theory and practical application concepts are discussed and illustrated through labs.
Prerequisite	Introduction to Mechatronics – DC Theory, Pneumatic Systems, and Programmable Logic Controllers

Course Title	Semiconductors, Mechanical Systems, Pump and Piping Systems – Academy for Advanced Studies only
Course Description	By completing this course, students will be introduced to electronics theory, mechanical systems, and pump and piping systems. Topics include, but are not limited to, diodes and amplifiers, semiconductor fundamentals, mechanical drives, measurement processes and techniques, maintenance tools, manufacturing processes, bearing design and application, and pump and piping systems. Theory and practical application concepts are discussed and illustrated through labs.
Prerequisite	Introduction to Mechatronics – DC Theory, Pneumatic Systems, and Programmable Logic Controllers, and AC Theory, Electric Motors, and Hydraulic Systems

Marketing Cluster Courses

Course Title	Marketing Principles
Course Description	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 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. Instructional projects with real businesses, School-Based Enterprises, and DECA application experiences should be incorporated in this course.
Prerequisite	None

Course Title	Marketing & Entrepreneurship
Course Description	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.
Prerequisite	Marketing Principles

Course Title	Marketing Management
Course Description	Marketing Management is the third course in the Marketing and Management pathway. Students assume a managerial perspective by applying economic principles in marketing, analyzing operation's needs, examining channel management and financial alternatives, managing marketing information, pricing products and services, developing product/service planning strategies, promoting products and services, purchasing, and professional sales. This course also includes global marketing where students analyze marketing strategies employed in the United States versus those employed in other countries. In order to increase the number of application experiences, students should participate in (1) Work-Based Learning (WBL) activities in the classroom and perhaps in a formal WBL Program; (2) DECA Career Technical

	Student Organization (CTSO) competitive events that are directly aligned with course standards and (3) a School-Based Enterprise.
Prerequisite	Marketing Principles and Marketing & Entrepreneurship

Course Title	Promotion and Digital Marketing – Academy for Advanced Studies only
Course Description	Promotion and Digital Marketing is the second course in the Marketing Communications and Promotions pathway. This course focuses on the performance of key responsibilities for promotion with a focus on digital marketing concepts. Students develop skills in digital marketing, analytics, branding, advertising, public relations, and special promotions. 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 and Technical Student Organization competitive events that are directly aligned with course standards and (3) a School-Based Enterprise.
Prerequisite	Marketing Principles

Course Title	Integrated Marketing Communications – Academy for Advanced Studies only
Course Description	Integrated Marketing Communications is the third course in the Marketing Communications and Promotion Career Pathway. This course focuses on the communication aspects of the business in relation to customer/consumer relationships. Students develop knowledge and skills in advertising, selling, direct marketing, public relations, sales promotions, and digital marketing communications. Students learn how communications affects budget considerations, marketing information decision-making and all future business opportunities. 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 competitive events that are directly aligned with course standards and (3) a School-Based Enterprise.
Prerequisite	Marketing Principles and Promotion and Professional Sales

Course Title	Fashion, Merchandising and Retailing Essentials- Academy for Advanced Studies only
Course Description	Fashion, Merchandising and Retailing Essentials is the second course in the Fashion, Merchandising and Retail Management Pathway. This course introduces students to the retail industry including the fundamentals of fashion marketing, key marketing concepts essential to every business, types of businesses involved in the industry, and an array of career opportunities. Students will develop skills in such areas as fashion economics, marketing segmentation and target marketing, product selection and buying, and inventory systems.
Prerequisite	Marketing Principals

Course Title	Advanced Fashion, Merchandising and Retailing- Academy for Advanced Studies only
Course Description	Advanced Fashion, Merchandising and Retailing is the third course in the Fashion, Merchandising and Retail Management Career Pathway and focuses on the application of knowledge and the performance of key skills required in a retail environment. Students will develop skills necessary for managing the following elements: pricing, visual merchandising, advertising, special promotions, professional sales, and customer service.
Prerequisite	Fashion, Merchandising and Retailing Essentials

Science, Technology, Engineering and Mathematics Cluster Course

Course Title	Foundations of Electronics - Academy for Advanced Studies only
Course Description	This foundational course is designed for students who are interested in careers related to the design, production, analysis, repair, and operation of devices that use electronics. Students will study and apply using project-based learning activities the fundamentals of electricity and electronic systems including the theory and operation of how the basic components function, how a variety circuits are connected, and how to design these circuits.
Prerequisite	None

Course Title	Advanced AC and DC Circuits - Academy for Advanced Studies only
Course Description	This course is designed for advanced students who are interested in careers related to the design, production, analysis, repair, and operation of devices that use electronics. The course is designed around major individual and class projects that promote critical thinking, problem solving, and abstract reasoning. Teachers should develop units around real-life work centered situations that integrate content across the curriculum. The integrated project should provide the student with opportunities to develop and demonstrate technical, academic, cognitive, and personal competencies. Job shadowing, interviews, and internships are encouraged.
Prerequisite	Foundations of Electronics

Course Title	Digital Electronics - Academy for Advanced Studies only
Course Description	Digital Electronics is the third course in the Electronics pathway. Students have opportunities to apply prior learning in electronics to the digital world in which they live. 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 functional devices and working prototypes aided by computer simulations.
Prerequisite	*Foundations of Electronics and* Advanced AC and DC Circuits

Course Title	Foundations of Engineering & Technology
Course Description	This STEM driven course provides the students with an overview of engineering and technology including the different methods used in the engineering design process developing fundamental technology and engineering literacy. Students will demonstrate the skills and knowledge they have learned through various project-based activities while using an engineering design process to successfully master the "E" in STEM.
Prerequisite	None

Course Title	Engineering Concepts
Course Description	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.
Prerequisite	Foundations of Engineering & Technology

Course Title	Engineering Applications
Course Description	Students have opportunities to apply engineering design as they develop a solution for a technological problem. Students use the application 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 working drawings and prototypes.
Prerequisite	Foundations of Engineering & Technology and Engineering Concepts

Course Title	Research, Design, and Project Management

Course Description	This is the fourth course in the engineering pathway. Students conduct research and/or design an engineering project. Research strategies, prototype testing and evaluation, and communication skills are emphasized.
Prerequisite	Foundations of Engineering & Technology, Engineering Concepts, and Engineering Applications

Course Title	Introduction to Drafting and Design - Academy for Advanced Studies only
Course Description	Emphasis is placed on safety, geometric construction, fundamentals of computer-aided drafting, and multi-view drawings. Students learn drafting techniques through the study of geometric construction at which time they are introduced to computer-aided drafting and design. The standards are aligned with the national standards of the American Design Drafting Association (ADDA).
Prerequisite	None

Course Title	Survey of Engineering Graphics – Academy for Advanced Studies
Course Description	Survey of Engineering Graphics is designed to further the development of student knowledge and skills in the Engineering Drawing and Design field. Students learn to illustrate more complex objects using the Computer- Aided Drafting (CAD) system and develop skills in dimensioning, tolerancing, pictorials, sections, auxiliary views, and intersection and developments. While the term computer-aided design (CAD) does not appear in each competency, CAD tools and software should be used extensively throughout the course. Further, the standards are aligned with the national standards of the American Design Drafting Association (ADDA).
Prerequisite	Introduction to Drafting and Design

Course Title	3D Modeling and Analysis – Academy for Advanced Studies only
Course Description	Solid Modeling is designed to further the development of student knowledge and skills in engineering and related mechanical design drafting areas. Emphasis is placed on 3-D working and assembly drawings including rendering and animation. While the term computer-aided design (CAD) does not appear in each competency, CAD tools and software should be used extensively throughout the course. Further, the standards are aligned with the national standards of the American Design Drafting Association (ADDA).
Prerequisite	Introduction to Drafting and Design and Survey of Engineering Drawing

Course Title	Automotive Technologies I – Academy for Advanced Studies only
Course Description	Students in this course will learn the basic skills needed to gain employment as a maintenance and light repair technician. Students will be exposed to courses in automotive preventative maintenance and servicing and replacing brakes and steering and suspension components. In addition, students will learn how to do general electrical system diagnosis, learn electrical theory, perform basic tests and determine necessary action. In addition, students will learn how to evacuate and recharge air-conditioning systems using the proper refrigerant.
Prerequisite	None

Transportation, Distribution and Logistics Cluster Courses

Course Title	Automotive Technologies II – Academy for Advanced Studies only
Course Description	Students will learn the basic skills needed to gain employment as a maintenance and light repair technician and will expose students to automotive preventative maintenance and servicing, as well as replacing brakes, and steering and suspension components. Students will also learn general electrical system diagnosis, electrical theory, basic test requirements, and determining necessary action. In addition, students will learn how to evacuate and recharge air-conditioning systems using the proper refrigerant.
Prerequisite	Basic Maintenance and Light Repair

Course Title	Automotive Technologies III – Academy for Advanced Studies only
Course Description	Students will learn the basic skills needed to gain employment as a maintenance and light repair technician and will expose students to automotive preventative maintenance and servicing, replacing brakes, as well as steering and suspension components. Students will learn about general electrical system diagnosis, electrical theory, basic tests that are required, and determine the necessary action. In addition, students will learn how to evacuate and recharge air-conditioning systems using the proper refrigerant.
Prerequisite	Basic Maintenance and Light Repair and Maintenance and Light Repair II

Course Title	Advanced Automotive Technology IV – Academy for Advanced Studies only
Course Description	Students in this major will learn the basic skills needed to gain employment as a maintenance and light repair technician. This career major will expose the student to courses in automotive preventative maintenance and servicing and replacing brakes and steering and suspension components. They will also learn how to do general electrical system diagnosis, learn electrical theory, perform basic tests and then determine necessary action. In addition, they will learn how to evacuate and recharge air-conditioning systems using the proper refrigerant.
Prerequisite	Basic Maintenance and Light Repair, Maintenance and Light Repair II, and Maintenance and Light Repair III

Course Title	Advanced Automotive Technology V – Academy for Advanced Studies only
Course Description	Students will learn the basic skills needed to gain employment as a maintenance and light repair technician and will expose students to automotive preventative maintenance and servicing, as well as replacing brakes, and steering and suspension components. Students will also learn general electrical system diagnosis, electrical theory, basic test requirements, and determining necessary action. In addition, students will learn how to evacuate and recharge air-conditioning systems using the proper refrigerant.
Prerequisite	Basic Maintenance and Light Repair, Maintenance and Light Repair II, Maintenance and Light Repair III and Automotive Service Technology IV

Course Title	Advanced Automotive Technology VI - Academy for Advanced Studies only
Course Description	Students in this course will learn the basic skills needed to gain employment as a maintenance and light repair technician and will explore students to automotive preventative maintenance, servicing and replacing brakes, and steering and suspension components. The students will learn how to do general electrical system diagnosis, learn electrical theory, perform basic tests and determine necessary action. In addition, students will learn how to evacuate and recharge air-conditioning systems using the proper refrigerant.
Prerequisite	Basic Maintenance and Light Repair, Maintenance and Light Repair II, Maintenance and Light Repair III, Automotive Service Technology IV, and Automotive Service Technology V

WORK BASED LEARNING PROGRAMS

Program Description:	Work-Based Learning (WBL) placements represent the pinnacle of the Career-Related Education experience. To qualify for a WBL placement, a student must be in grades 11 or 12 and at least 16 years old. Students must also have a defined Career, Fine Arts, World Language, or Advanced Academic Pathway in order to participate in the Work-Based component of Career-Related Education. This is especially important for cooperative education students in that their job placement is directly related to the curriculum of the pathway in which they are concurrently enrolled. There are four different opportunities for CTAE students to participate in a work-site instruction.
Cooperative Education	Cooperative Education, an extension of the curriculum of a Career and Technical and Agricultural Education course, is a combination of technical and academic coursework and related worksite experiences. Students earn both course credit and pay, working in jobs secured through written cooperative training agreements and plans. Application required.
Youth Apprenticeship	Youth Apprenticeship is an articulated curriculum linking secondary and post-secondary education, incorporating employer-paid experiences and related worksite learning in high-skill, high wage occupations, incorporated in formal training plans. Students earn both course credit and pay. YA programs are based on the authorization provided by O.C.G.A. Code 20-2-161.2. Application required.
Internship	Internship - An internship or practicum (synonymous terms used for two similar models) can take two different forms. The first is a one-time, short-term placement which lasts any amount of time less than what would be required to earn 1/2 or more units of credit, typically one to six weeks. An effective Internship experience should run for at least 10 hours and no more than 120 hours per semester. The second, more involved internship may last for as long as one year. It should involve the equivalent number of hours that the student would have spent in class in order to qualify for course credit. Both experiences, which may be either paid or unpaid, can occur only after the completion of coursework related to the placement. If the intern is functioning as an unpaid worker, whether as a short term "observer" or for a longer period in a formal internship course, he or she would not be covered by Worker's Compensation Insurance. Application required.
Note	Students participating in Work-Based Learning are expected to be drug-free, obtain accident insurance, and are required to provide their own transportation to and from the work site. Students must also be eligible for a work permit, including a letter of good standing for school attendance.

English to Speakers of Other Languages (ESOL)

ESOL courses are only available to English Learners who meet the state's criteria.

Course Title	ESOL Communication Skills I
Course Description	Drawing from the WIDA English Language Development (ELD) Standards Framework, this course is designed to increase English learners' {Els) social and instructional English language proficiency in listening, speaking, reading, writing, and viewing at the word, sentence, and discourse levels. The course also introduces students to four Key Language Uses (narrate, inform, explain, argue) for social and instructional purposes, Language Expectations for interpreting and expressing in English, and Language Features as resources to carry out Language Functions or common language patterns of English language. The course addresses students' language development as outlined in WIDA's Grades 9-12 Language Proficiency Level Descriptors.
Prerequisite	The suggested English language proficiency level of the EL student is WIDA's Overall Composite Proficiency Level (CPL) 1-2. Eligibility for all ESOL courses is determined according to the state of Georgia's ESOL placement guidelines and testing procedures. ESOL courses are only available to English Language Learners who meet the state's criteria.
Course Title	ESOL Communication Skills II
Course Description	Drawing from the WIDA English Language Development (ELD) Standards Framework, this course is an expansion of Communications Skills I. Emphasis is placed on understanding and using English to narrate, inform, explain, and argue at the word, sentence, and discourse levels in all language domains: listening, speaking, reading, writing, and viewing. This course addresses students' language development as outlined in WIDA's Grades 9- 12 Language Proficiency Level Descriptors.
Prerequisite	ESOL Communication Skills I; The suggested English language proficiency level of the EL student is WIDA's Overall Composite Proficiency Level (CPL) 1-2. ESOL courses are only available to English Language Learners who meet the state's criteria.

Course Title	ESOL Communication Skills in Math
Course Description	This course prepares English learners {Els) for high school mathematics courses by introducing them to the listening, speaking, reading, writing, and viewing skills necessary to learn foundational mathematics concepts and the eight Standards for Mathematical Practice associated with the Georgia Standards of Excellence for Mathematics, 9-12. The course is individualized to meet the needs of Els based on their prior learning and experiences in mathematics. The purpose of the course is to teach Els how to inform. explain and argue while learning to understand and communicate foundational mathematics concepts. making sense of problems, reasoning abstractly and quantitatively, constructing viable arguments and critiquing the reasoning of others. Drawing from the WIDA English Language Development (ELD) Standards Framework, the course focuses on WIDA's Key Language Uses (narrate, inform, explain, and argue) for communicating mathematical concepts, Language Expectations for interpreting and expressing mathematical processes, and Language Features as resources to carry out Language Functions in the context of mathematics. The course addresses students' language development as outlined in WIDA's Grades 9-12 Language Proficiency Level Descriptors.
Prerequisite	The suggested English language proficiency level of the EL student is WIDA's Overall Composite Proficiency Level (CPL) 1-2. ESOL courses are only available to English Language Learners who meet the state's criteria.

Course Title	ESOL Communication Skills in Science
Course Description	This course prepares English learners (Els) for high school science courses by introducing them to the listening, speaking, reading, writing, and viewing skills necessary to understand foundational science crosscutting concepts, anchoring phenomenon, core ideas, and the science and engineering practices associated with the Georgia Standards of Excellence for Science, 9-12. The course is individualized to meet the needs of Els based on prior learning and experiences in science. The purpose of the course is to teach Els how to inform, explain and argue while learning to obtain, understand, evaluate, and communicate information to explain phenomena. Students should engage with real world phenomena and leverage real world experiences to gain English proficiency in science. The course addresses students' language development as outlined in WIDA's Grades 9-12 Language Proficiency Level Descriptors.
Prerequisite	The suggested English language proficiency level of the EL student is WIDA's Overall Composite Proficiency Level (CPL) 1-2. ESOL courses are only available to English Language Learners who meet the state's criteria.

Course Title	ESOL Communication Skills in Social Studies
Course Description	This course prepares English learners (Els) for high school social studies courses by introducing them to the listening, speaking, reading, writing, and viewing skills necessary to understand the disciplinary language of connecting themes and enduring understandings associated with the Georgia Standards of Excellence for Social Studies, 9-12. The course is individualized to meet the needs of Els based on prior learning and experiences in social studies. The course teaches Els how to inform, explain and argue while learning to

	understand and communicate connecting themes and enduring understandings in social studies. The course addresses students' language development as outlined in WIDA's Grades 9-12 Language Proficiency Level Descriptors.
Prerequisite	The suggested English language proficiency level of the EL student is WIDA's Overall Composite Proficiency Level (CPL) 1-2. ESOL courses are only available to English Language Learners who meet the state's criteria.

Course Title	ESOL Oral Communication in the Content Areas
Course Description	This course supports all high school content courses by teaching English learners (Els) how to write across the themes and content associated with the Georgia Standards of Excellence, for English language arts, mathematics, science, and social studies, 9-12. Drawing from the WIDA English Language Development (ELD) Standards Framework, this course teaches students to write in each discipline for academic purposes: narrate, inform, explain, and argue. The course addresses students' language development as outlined in WIDA's Grades 9-12 Language Proficiency Level Descriptors.
Prerequisite	The suggested English language proficiency level of the EL student is WIDA's Overall Composite Proficiency Level (CPL) 2-3. ESOL courses are only available to English Language Learners who meet the state's criteria.

Course Title	ESOL Reading & Listening in the Content Area
Course Description	This course supports all high school content courses by focusing on English learners' (Els) comprehension of written English text and developing the interpretive skills of listening as outlined in each content course associated with the Georgia Standards of Excellence, 9-12. Drawing from the WIDA English Language Development (ELD) Standards Framework, the course teaches students how to understand and interpret through listening and reading common patterns of language to narrate, inform, explain, and argue in language arts, mathematics, science, and social studies. The course addresses students' language development as outlined in WIDA's Grades 9-12 Language Proficiency Level Descriptors.
Prerequisite	The suggested English language proficiency level of the EL student is WIDA's Overall Composite Proficiency Level (CPL) 2-3. ESOL courses are only available to English Language Learners who meet the state's criteria.

Course Title	ESOL Writing in the Content Area
Course Description	This course supports all high school content courses by teaching English learners how to write across the themes and content associated with the Georgia Standards of Excellence, for English language arts, mathematics, science, and social studies, 9-12. Drawing from the WIDA English Language Development (ELD) Standards Framework, this course teaches students to write in each discipline for academic purposes: narrate, inform, explain, and argue. The course addresses students' language development as outlined in WIDA's Grades 9-12 Language Proficiency Level Descriptors.
Prerequisite	The suggested English language proficiency level of the EL student is WIDA's Overall Composite Proficiency Level (CPL) 2-3. ESOL courses are only available to English Language Learners who meet the state's criteria.

Course Title	ESOL Reading and Writing in Science
Course Description	This course supports high school science courses by teaching English learners (Els) the reading and writing skills necessary to engage in the science and engineering practices outlined in each course associated with the Georgia Standards of Excellence for Science, 9-12 ask questions, develop, and use models. plan, and carry out scientific investigations, analyze and interpret data, construct scientific explanations. and argue from evidence. Although the primary purpose of this course is for students to comprehend cross-cutting scientific concepts. anchoring phenomenon. and core ideas when reading and writing, the listening, and speaking skills should also be developed so students can obtain, evaluate, and communicate information. The course addresses students' language development as outlined in WIDA's Grades 9- 12 Language Proficiency Level Descriptors.
Prerequisite	The suggested English language proficiency level of the EL student is WIDA's Overall Composite Proficiency Level (CPL) 2-3. ESOL courses are only available to English Language Learners who meet the state's criteria.

Course Title	ESOL Reading and Writing in Social Studies
Course Description	This course supports high school social studies courses by teaching disciplinary literacy to English learners (Els) through the reading, writing. and information processing standards outlined in each course associated with the Georgia Standards of Excellence for Social Studies in Grades 9-12. Drawing from the WIDA English Language Development (ELD) Standards, the purpose of this course is to teach Els' how to inform, explain. and argue in English while using disciplinary literacy to interpret social studies sources. The course addresses students' language development as outlined in WIDA's Grades 9- 12 Language Proficiency Level Descriptors.
Prerequisite	The suggested English language proficiency level of the EL student is WIDA's Overall Composite Proficiency Level (CPL) 2-3. ESOL courses are only available to English Language Learners who meet the state's criteria.

Course Title	ESOL Academic Language of Math and Science
Course Description	This course supports high school science and mathematics courses by teaching English learners (Els) the interpretive and expressive language skills needed to decode the specialized vocabulary, symbols and text outlined in each course of the Georgia Standards of Excellence for Science and Mathematics, 9-12. Drawing from the WIDA English Language Development (ELD) Standards, the purpose of this course is for students to develop the academic English necessary for using the science and engineering practices as well as the Standards for Mathematical Practice. The course also focuses on students' use of high school scientific and mathematical terminology when speaking and writing. The course addresses students' language development as outlined in WIDA's Grades 9-12 Language Proficiency Level Descriptors.
Prerequisite	The suggested English language proficiency level of the EL student is WIDA's Overall Composite Proficiency Level (CPL) 2-3. ESOL courses are only available to English Language Learners who meet the state's criteria.

Course Title	ESOL I
Course Description	Drawing from the WIDA English Language Development (ELD) Standards Framework and GSE in ELA, this course is designed to increase English learners' English language proficiency in ELA and includes differentiation, scaffolds, and appropriate teaching strategies for English learners. In addition, the course focuses on fundamental skills in listening, speaking, reading, and writing and includes academic vocabulary drawn from the content areas and high-frequency vocabulary. The course addresses students' language development as outlined in WIDA's Grades 9- 12 Language Proficiency Level Descriptors.
Prerequisite	None- ESOL courses are only available to English Language Learners who meet the state's criteria.

Course Title	ESOL II
Course Description	In this course, students continue developing proficiency in listening, speaking, reading, and writing English with opportunities to demonstrate their emerging language skills. ESOL II emphasizes sustained interpersonal communication of ideas, personal and safety needs, plus cognitive-academic language proficiency. The course addresses students' language development as outlined in WIDA's Grades 9- 12 Language Proficiency Level Descriptors.
Prerequisite	None-ESOL courses are only available to English Language Learners who meet the state's criteria.

Course Title	ESOL III
	This course presents the English language in more complex, cognitively demanding situations. It emphasizes comprehension of detailed information with fewer contextual clues on unfamiliar topics. Students will produce, initiate, and sustain spontaneous language interactions, using circumlocution when necessary. The course includes interactions with increasingly complex written material such as descriptive, personal

Course Description	narrative, and expository writing which includes grammar, mechanics, and rhetorical coherence in written assignments. The course addresses students' language development as outlined in WIDA's Grades 9- 12 Language Proficiency Level Descriptors.
Prerequisite	None-ESOL courses are only available to English Language Learners who meet the state's criteria.

Course Title	ESOL IV
Course Description	This course emphasizes effective oral and written communication with various audiences on a wide range of familiar and new topics. It builds comprehension of concrete and abstract topics and recognition of language subtleties in various communicative settings. Students work to develop reading skills at or near grade level with a limited number of comprehension difficulties. The course stresses full participation at or near grade level in all content areas. The course addresses students' language development as outlined in WIDA's Grades 9- 12 Language Proficiency Level Descriptors.
Prerequisite	None-ESOL courses are only available to English Language Learners who meet the state's criteria.
Course Title	Advanced Studies ESOL V
Course Description	This course is designed for students with a strong foundation in English who aim to further develop their fluency in all aspects of the language, including reading complex texts, writing sophisticated essays, engaging in in-depth conversations, and utilizing advanced vocabulary. The course stresses full participation at or near grade level in all content areas. The course addresses students' language development as outlined in WIDA's Grades 9- 12 Language Proficiency Level Descriptors. The suggested English language proficiency level of EL students in this course is WIDA's Overall Composite Proficiency Level (CPL) 4.0-4.9. This course awards elective credit.
Prerequisite	None-ESOL courses are only available to English Language Learners who meet the state's criteria.
Course Title	Advanced Studies ESOL VI
Course Description	Drawing from the WIDA English Language Development (ELD) Standards Framework, this course is an expansion of Advanced Studies ESOL V. This course is designed for students with a high level of English proficiency, focusing on refining complex grammar structures, advanced vocabulary, academic reading and writing skills, critical thinking, and effective communication strategies. The course addresses students' language development as outlined in WIDA's Grades 9- 12 Language Proficiency Level Descriptors. The suggested English language proficiency level of EL students in this course is WIDA's Overall Composite Proficiency Level (CPL) 4.0-4.9. This course awards elective credit.
Prerequisite	ESOL V-ESOL courses are only available to English Language Learners who meet the state's criteria.

FINE ARTS

CAREER OPPORTUNITIES

Actor/Performer	Keyboard Instrument Repair Person
Band Director	Makeup Artist
Broadcast Technician	Musician
Cartoonist	Painter
Ceramist	Producer
Choreographer	Sculptor
Costume Designer	Set Designer
Dancer	Television Camera Operator
Director	Writer
Illustrator	

Course Title	Comprehensive Art I-II
Course Description	This course introduces art history, art criticism, aesthetic judgment and studio production. It emphasizes the ability to understand and use elements and principles of design through a variety of media, processes, and visual resources. Coursework explores master artworks for historical and cultural significance.
Prerequisite	None

Course Title	Drawing and Painting I-II
Course Description	This course introduces drawing and painting techniques and a variety of drawing and painting media. It stresses critical analysis of master paintings and drawings of different styles and historical periods; emphasizes problem-solving techniques to improve techniques and mastery of materials.
Prerequisite	Completion of comprehensive Art and Art teacher's approval are required

Course Title	Ceramics/Pottery I-II (III & IV Advanced Academy Only)
Course Description	This course introduces three-dimensional design through the use of clay and other sculptural materials. It explores techniques, construction, decoration, origins, and functions of Western and non-Western three-dimensional art forms. Coursework includes surface decoration, additive, subtraction, and modeling methods using traditional and non-traditional materials.
Prerequisite	Completion of Comprehensive Art and Art teacher's approval are required

Course Title	Printmaking I-II
Course Description	This course introduces a variety of printmaking techniques using processes such as relief printing (monoprint, collagraph block), intaglio processes (etching and engraving) and serigraphy (silkscreen films, stencils, block-out). It investigates the historical development of printmaking in Western and non-Western cultures. Emphasizes design elements and principles; introduces art criticism approach applied to fine arts prints and crafts. Coursework will explore a variety of two- and three-dimensional fine art crafts. Explores historical origin and use of fine arts crafts in Western and non-Western cultures.
Prerequisite	Completion of Comprehensive Art and Art teacher's approval are required

Course Title	Drawing I-II
Course Description	This course introduces drawing and painting techniques and a variety of drawing and painting media. It stresses critical analysis of master paintings and drawings of different styles and historical periods; emphasizes problem-solving techniques to improve techniques and mastery of materials.
Prerequisite	Completion of Comprehensive Art and Drawing, Painting or Ceramics and Sculpture, or Printmaking and Fine Crafts are required

Course Title	Painting I-II
Course Description	Painting approaches include contour, value to model form, gesture, perspective, and color. Art history, critics and aesthetics are incorporated with studio production of paintings.
Prerequisite	Completion of comprehensive Art and Art teacher's approval are required.

Course Title	Photography I-II
Course Description	This course is an introduction to black and white photography and darkroom processing. Students will create a photographic portfolio as they learn the technical and artistic aspects of photography. Digital photography will be included. Photo history, critiques of photos, aesthetics and design will be addressed.
Prerequisite	Completion of comprehensive Art and Art teacher's approval are required

Course Title	Sculpture I-II (III & IV Advanced Academy Only)
Course Description	This course expands upon three-dimensional design through the use of clay and other sculptural materials. It explores techniques, construction, decoration, origins, and functions of Western and non-Western three-dimensional art forms. Coursework includes surface decoration, additive, subtraction, and modeling methods using traditional and non-traditional materials
Prerequisite	Completion of comprehensive Art and Art teacher's approval are required

Course Title	Advanced Placement Studio Art: Drawing
Course Description	This course is intended for the highly motivated art student who plans on pursuing a career in visual arts and provides an opportunity for advanced preparation for college. Coursework utilizes an interdisciplinary approach linking classical styles and techniques to contemporary and future media. A combination of media is used to create the portfolio for this class. A great deal of work outside of class time is required for the development of a high-quality portfolio (both two- and three-dimensional designs) as well as required museum visits. In addition, summer drawing assignments and the development of a sketchbook are expected.
Prerequisite	Completion of Comprehensive Art, one additional art course (with completion of two additional art courses preferred) and Art teacher's approval are required

Course Title	Advanced Placement Studio Art:2-D
Course Description	This course is intended for the highly motivated art student who plans on pursuing a career in visual arts and provides an opportunity for advanced preparation for college. Coursework utilizes an interdisciplinary approach linking classical styles and techniques to contemporary and future media. A combination of media is used to create the portfolio for this class. A great deal of work outside of class time is required for the development of a high-quality portfolio as well as required museum visits. In addition, summer drawing assignments and the development of a sketchbook are expected. A combination of photography, computer art, drawing, and painting are accepted in this portfolio
Prerequisite	Completion of AP Drawing and/or Art teacher's approval are required

Course Title	Advanced Placement Studio Art:3-D
Course Description	This course is intended for the highly motivated art student who plans on pursuing a career in visual arts and provides an opportunity for advanced preparation for college. Coursework utilizes an interdisciplinary approach linking classical styles and techniques to contemporary and future media. A combination of media is used to create the portfolio for this class. A great deal of work outside of class time is required for the development of a high-quality portfolio as well as required museum visits. In addition, summer drawing assignments and the development of a sketchbook are expected. A combination of media including, ceramic, paper, wire, stone, wood, and mixed media are used to create the three-dimensional artwork in this portfolio.
Prerequisite	Completion of AP Studio Art I and/or Art teacher's approval are required

Course Title	Advanced Placement Art History
Course Description	This course is open to 11th and 12th grade students. The course will cover Western Art and Non-Western with an emphasis on Western Art. Coursework will be broken down into six weeks of Non-Western Art and the remaining time will be used to chronologically survey Western Art from Prehistoric times to present, including modern trends and ideas in the ever-changing works of art. It will combine proper historical techniques and procedures with the emphasis on the unique position and role of the artist, the work of art, and the art critic.
Prerequisite	Art teacher approval is required

Course Title	Theatre Fundamentals I-II
Course Description	This course will introduce students to the history of theater, performance techniques, stage movements, improvisation, and play production. Emphasis is placed on proper use of voice and body as acting tools, and development of creative abilities and the imagination.
Prerequisite	None

Course Title	Theatre Arts/Acting I-II
Course Description	This course introduces acting and theatre as disciplined art forms; covers methods to observe and understand human behavior and to use those observations to create a character. It includes basic techniques of stage movement and use of physical expression for communication. Coursework enhances vocal techniques and specific patterns for better verbal communication.
Prerequisite	Completion of Theatre Fundamentals and Theatre teacher's approval are required.

Course Title	Theatre Arts/Advanced Drama I-II
Course Description	This course introduces advanced acting process. Stresses developing imagination, observation, concentration powers and self-disciple. It includes developing physical and vocal control while transmitting emotions, convictions and ideas; enhances self-confidence and self-awareness. Coursework focuses on scene study.
Prerequisite	Completion of Theatre Fundamentals and Theatre Acting courses and Theatre teacher's approval are required.

Course Title	Dramatic Arts/Musical Theatre I-II
Course Description	This course introduces the student to the basic elements of music, rehearsal and performance techniques, and the history of theatre.
Prerequisite	Permission of Instructor

Course Title	Dramatic Arts/Technical Theatre I-II (III & IV Advanced Academy Only)
Course Description	Focus will include stage and prop design. Management, lighting and directing will be explored.
Prerequisite	Permission of Instructor

Course Title	Beginning Chorus I-II
Course Description	This course is an introduction to choral performance and includes performance on a limited basis. Basic skills for proper vocal production will be stressed and expanded upon. Fundamental music theory principles will be reviewed and expanded upon as well. Music history will be studied with an emphasis on the particular style and period of the pieces being sung. Performance literature equal to level 1 would be appropriate for this class. Due to the performance nature of this course, students must be willing to attend all rehearsals and performances during and/or outside the school day.
Prerequisite	Approval of Choral Director required. An audition may be required

Course Title	Intermediate Chorus I-II
Course Description	This course is designed to teach intermediate sight-singing and choral methods. Performance literature equal to level 2-3 would be appropriate for this class. Due to the performance nature of this course, students must be willing to attend all rehearsals and performances during and/or outside the school day.
Prerequisite	Advanced Chorus and/or approval of the Choral Director required. An audition may be required.

Course Title	Advanced Chorus I-II
Course Description	This course is designed to teach advanced sight-singing and choral methods. Performance literature equal to level 4-5 would be appropriate for this class. Due to the performance nature of this course, students must be willing to attend all rehearsals and performances during and/or outside the school day.
Prerequisite	Advanced Chorus and/or approval of the Choral Director required. An audition may be required.

Course Title	Select Ensemble
Course Description	This course is designed to teach sight-singing and choral methods at the highest levels. Performance literature equal to level 6 would be appropriate for this class. Due to the performance nature of this course, students must be willing to attend all rehearsals and performances during and/or outside the school day.
Prerequisite	Advanced Chorus and/or approval of the Choral Director required. An audition may be required.

Course Title	Beginning Women's Chorus I-II
Course Description	This course is designed to teach beginning sight-singing and choral methods. Performance literature equal to level 1 would be appropriate for this class. Due to the performance nature of this course, students must be willing to attend all rehearsals and performances during and/or outside the school day.
Prerequisite	Advanced Chorus and/or approval of the Choral Director required. An audition may be required.

Course Title	Intermediate Women's Chorus I-II
Course Description	This course is designed to teach intermediate sight-singing and choral methods. Performance literature equal to level 2-3 would be appropriate for this class. Due to the performance nature of this course, students must be willing to attend all rehearsals and performances during and/or outside the school day.
Prerequisite	Advanced Chorus and/or approval of the Choral Director required. An audition may be required

Course Title	Advanced Women's Chorus I-II
Course Description	This course is designed to teach advanced sight-singing and choral methods. Performance literature equal to level 4-5 would be appropriate for this class. Due to the performance nature of this course, students must be willing to attend all rehearsals and performances during and/or outside the school day.
Prerequisite	Advanced Chorus and/or approval of the Choral Director required. An audition may be required

Course Title	Select Women's Chorus
Course Description	This course is designed to teach sight-singing and choral methods at the highest level. Performance literature equal to level 6 would be appropriate for this class. Due to the performance nature of this course, students must be willing to attend all rehearsals and performances during and/or outside the school day.
Prerequisite	Advanced Chorus and/or approval of the Choral Director required. An audition may be required

Course Title	Beginning Men's Chorus I-II
Course Description	This course is designed to teach beginning sight-singing and choral methods. Performance literature equal to level 1 would be appropriate for this class. Due to the performance nature of this course, students must be willing to attend all rehearsals and performances during and/or outside the school day.
Prerequisite	Advanced Chorus and/or approval of the Choral Director required. An audition may be required

Course Title	Intermediate Men's Chorus I-II
Course Description	This course is designed to teach intermediate sight-singing and choral methods. Performance literature equal to level 2-3 would be appropriate for this class. Due to the performance nature of this course, students must be willing to attend all rehearsals and
Prerequisite	Advanced Chorus and/or approval of the Choral Director required. An audition may be required

Course Title	Advanced Men's Chorus I-II
Course Description	This course is designed to teach advanced sight-singing and choral methods. Performance literature equal to level 4-5 would be appropriate for this class. Due to the performance nature of this course, students must be willing to attend all rehearsals and performances during and/or outside the school day.
Prerequisite	Advanced Chorus and/or approval of the Choral Director required. An audition may be required

Course Title	Select Men's Chorus
Course Description	This course is designed to teach sight-singing and choral methods at the highest level. Performance literature equal to level 6 would be appropriate for this class. Due to the performance nature of this course, students must be willing to attend all rehearsals and performances during and/or outside the school day.
Prerequisite	Advanced Chorus and/or approval of the Choral Director required. An audition may be required

Course Title	Concert Band I
Course Description	This course is designed to offer students the opportunity to develop fundamental skills and advance as musicians through the performance of band literature. Performance literature equal to level 1 would be appropriate for this class. Due to the performance nature of this course, students must be willing to attend all rehearsals and performances during and/or outside the school day. Additionally, participation in marching band may be required.
Prerequisite	Approval of the Band Director is required. An audition may be required. Prior band experience may be required

Course Title	Concert Band II
Course Description	This course is offered to students of an intermediate level of musicianship. Performance literature equal to level 2-3 would be appropriate for this class. Due to the performance nature of this course, students must be willing to attend all rehearsals and performances during and/or outside the school day. Due to the performance nature of this course, students must be willing to attend all rehearsals and performances during and/or outside the school day. Additionally, participation in marching band may be required.
Prerequisite	Approval of the Band Director is required. An audition may be required. Prior band experience may be required.

Course Title	Symphonic Band
Course Description	This course is offered to students at an advanced level of musicianship. Performance literature equal to level 4-5 would be appropriate for this class. Due to the performance nature of this course, students must be willing to attend all rehearsals and performances during and/or outside the school day. Additionally, participation in marching band may be required.
Prerequisite	Approval of the Band Director is required. An audition is required. Prior band experience may be required.

Course Title	Wind Ensemble
Course Description	This course is offered to students of the highest level of musicianship. Performance literature equal to level 6 would be appropriate for this class. Due to the performance nature of this course, students must be willing to attend all rehearsals and performances during and/or outside the school day. Additionally, participation in marching band may be required.
Prerequisite	Approval of the Band Director is required. An audition is required. Prior band experience may be required.

Course Title	Jazz Band I
Course Description	This course is designed to offer students exposure to the jazz/small ensemble performance idiom. Performance literature equal to level 1-2 would be appropriate for this class. Due to the performance nature of this course, students must be willing to attend all rehearsals and performances during and/or outside the school day. Additionally, participation in marching band may be required.
Prerequisite	Approval of the Band Director is required. An audition is required. Prior band experience may be required.

Course Title	Jazz Band II
Course Description	This course is designed to offer students exposure to the jazz/small ensemble performance idiom at the intermediate level. Performance literature equal to level 3-4 would be appropriate for this class. Due to the performance nature of this course, students must be willing to attend all rehearsals and performances during and/or outside the school day. Additionally, participation in marching band may be required.
Prerequisite	Approval of the Band Director is required. An audition is required. Prior band experience may be required.

Course Title	Advanced Jazz Band
Course Description	This course is designed to offer students exposure to the jazz/small ensemble performance idiom at an advanced level. Performance literature equal to level 5- 6 would be appropriate for this class. Due to the performance nature of this course, students must be willing to attend all rehearsals and performances during and/or outside the school day.
Prerequisite	Approval of the Band Director is required. An audition is required. Prior band experience may be required.

Course Title	Instrumental I
Course Description	This course provides for band instrumental courses beyond band courses at the beginning level. These may include, but are not limited to, percussion ensemble, jazz band, combo groups, etc. Performance literature equal to level 1-2 would be appropriate for this class.
Prerequisite	Approval of the Band Director is required. An audition is required. Prior band experience may be required.

Course Title	Instrumental II
Course Description	This course provides for band instrumental courses beyond band courses at the intermediate level. These may include, but are not limited to, percussion ensemble, jazz band, combo
Prerequisite	Approval of the Band Director is required. An audition is required. Prior band experience may be required.

Course Title	Advanced Instrumental
Course Description	This course provides for band instrumental courses beyond band courses at the advanced level. These may include, but are not limited to, percussion ensemble, jazz band, combo groups, etc. Performance literature equal to level 5-6 would be appropriate for this class.
Prerequisite	Approval of the Band Director is required. An audition is required. Prior band experience may be required.

Course Title	General Band I-IV (Not a Pathway course)
Course Description	This course is designed to meet the needs of students outside of the traditional band curriculum. These include, but are not limited to, small ensembles and color guard/winter guard.
Prerequisite	Approval of the Band Director is required. An audition is required. Prior band experience may be required.

Course Title	Percussion I-IV (Not a Pathway course)
Course Description	This course is designed to provide performance opportunities to students in the field of percussion – both marching and concert. Opportunities include, but are not limited to, marching band, indoor drumline, percussion ensemble, and solo literature. Performance literature equal to level 4-6 would be appropriate for this class. Due to the performance nature of this course, students must be willing to attend all rehearsals and performances during and/or outside the school day. Additionally, participation in marching band may be required.
Prerequisite	Approval of the Band Director is required. An audition is required. Prior band experience may be required.

Course Title	Orchestra I
Course Description	This course is designed to offer students the opportunity to develop fundamental skills and advance as musicians through the performance of orchestral literature. Performance literature equal to level 1 would be appropriate for this class. Due to the performance nature of this course, students must be willing to attend all rehearsals and performances during and/or outside the school day.
Prerequisite	Approval of Orchestra Director is required. An audition may be required. Prior orchestra experience may be required.

Course Title	Orchestra II
Course Description	This course is offered to students of a more intermediate level of musicianship. Performance literature equal to level 2-3 would be appropriate for this class. Due to the performance nature of this course, students must be willing to attend all rehearsals and performances during and/or outside the school day.
Prerequisite	Approval of Orchestra Director is required. An audition is required. Prior orchestra experience may be required.

Course Title	Advanced Orchestra
Course Description	This course is offered to students of an advanced level of musicianship. Performance literature equal to level 4-5 would be appropriate for this class. Due to the performance nature of this course, students must be willing to attend all rehearsals and performances during and/or outside the school day.
Prerequisite	Approval of Orchestra Director is required. An audition is required. Prior orchestra experience may be required.

Course Title	Select Orchestra
Course Description	This course is offered to students of the highest level of musicianship. Performance literature equal to level 6 would be appropriate for this class. Due to the performance nature of this course, students must be willing to attend all rehearsals and performances during and/or outside the school day.
Prerequisite	Approval of Orchestra Director is required. An audition is required. Prior orchestra experience may be required.

Course Title	Music Theory (Not a Pathway course)
Course Description	This course covers music terminology and notational skills, writing skills, visual analysis and aural skills. Coursework emphasizes composition techniques and analysis of Western masterworks from all musical styles and offers opportunities to create and produce original works.
Prerequisite	Choral, Band, or Orchestra Director approval is required

Course Title	Advanced Placement Music Theory
Course Description	This course conforms to College Board topics for the Advanced Placement Music Theory Examination. It covers terminology and notational skills, writing skills, visual analysis and aural skills with advanced levels of understanding. Students will be required to create and produce original works. Students must have two years of successful participation in a high school music-performing ensemble.
Prerequisite	Choral, Band, or Orchestra Director approval is required.

Course Title	Keyboarding Technique I
Course Description	This course introduces students to beginning keyboard techniques and concepts such as scales, fingering, sight-reading and standard keyboard literature. Performance literature equal to level 1 would be appropriate for this class.
Prerequisite	Permission of Instructor

Course Title	Keyboarding Technique II
Course Description	This course provides instruction to the intermediate keyboard player. Technique, scales, fingering, sight-reading and standard keyboard literature are studied. Performance literature equal to level 2-3 would be appropriate for this class.
Prerequisite	Permission of Instructor

Course Title	Keyboarding Technique III
Course Description	Advanced keyboarding techniques, scales, fingering, sight-reading and standard keyboard literature are studied. Performance literature equal to level 4-5 would be appropriate for this class.
Prerequisite	Permission of Instructor

Course Title	Advanced Piano
Course Description	Keyboard techniques, concepts, and literature at the highest level are studied in this course. Performance literature equal to level 6 would be appropriate for this class.
Prerequisite	Permission of Instructor and an audition may be required

Course Title	Dance I-IV
Course Description	This course will introduce students to various forms of dance. Proper warm-up, conditioning and strength techniques will be utilized. Specific clothing and shoes may be required.
Prerequisite	Audition and/or Permission of Instructor

Course Title	Guitar Technique I
Course Description	This course will introduce students to concepts for playing acoustic guitar with an emphasis on proper technique, reading, and theory. Performance literature equal to level 1 would be appropriate for this class. Students are required to provide their own instrument.
Prerequisite	Audition and/or Permission of Instructor

Course Title	Guitar Technique II
Course Description	This course will provide instruction to students at the intermediate level for playing acoustic guitar with an emphasis on proper technique, reading, and theory. Performance literature equal to level 2-3 would be appropriate for this class. Students are required to provide their own instrument.
Prerequisite	Audition and/or Permission of Instructor

Course Title	Guitar Technique III
Course Description	This course will provide instruction to students at the advanced level for playing acoustic guitar with an emphasis on proper technique, reading, and theory. Performance literature equal to level 4-5 would be appropriate for this class. Students are required to provide their own instrument.
Prerequisite	Audition and/or Permission of Instructor

Course Title	Advanced Guitar
Course Description	This course will provide instruction to students at the highest level for playing acoustic guitar with an emphasis on proper technique, reading, theory, and classical literature. Performance literature equal to level 6 would be appropriate for this class. Students are required to provide their own instrument.
Prerequisite	Audition and/or Permission of Instructor

Course Title	Beginning Music Technology
Course Description	Students learn how to use digital tools and resources to create, present, respond, and connect to music as an art form and/or industry.
Prerequisite	None

Course Title	Intermediate Music Technology
Course Description	Students learn and further expand how to use digital tools and resources to create, present, respond, and connect to music as an art form and/or industry.
Prerequisite	Beginning Music Technology

Course Title	Advanced Music Technology
Course Description	Students will compose and arrange songs using notation software, analyze formal elements of music, and learn correct operational techniques for sound reinforcement systems.
Prerequisite	Intermediate Music Technology

Course Title	Mastery Music Technology
Course Description	Enhances previous course. Students become career or college ready to use digital tools to professional industry standards in order to create, present, respond, and connect to music as an art form and/or industry.
Prerequisite	Advanced Music Technology

Course Title	Song Writing- non-pathway- Academy for Advanced Studies only
Course Description	This course focuses on an effective process for writing songs. Students will learn how to express their ideas through lyrics and music. They will learn techniques for writing lyrics and setting them to music. Final songwriting projects will be performed in class, but no prior songwriting or musical experience is necessary
Prerequisite	None

WORLD LANGUAGES

CAREER OPPORTUNITIES

Ambassador	Invoice Clerk
Anthropologist	Journalist
Archaeologist	Legal Aid/ International Law
Attaché	Librarian
Bilingual Educator	Merchant Marine
Bilingual Secretary	Missionary
Customers Officer	Multilingual Receptionist
Defense Language Instructor	Overseas Branch Manager
Engineer	Overseas Investment Analyst
Exchange Program Agent	Peace Corps Volunteer
Fashion Buyer	Police Officer
FBI Specialist	Researcher
Foreign Correspondent	State Department Employee
Foreign Language Teacher	Translator
Foreign Service Department	Tutor
Freight Forwarders	U.N.E.S.C.O. Worker
Importer/Exporter	World Bank Officer
International Research Team	World Health Organization Worker
Interpreters	

Course Title	Spanish I
Course Description	In this course students begin developing proficiency in the four basic skills: listening, speaking, reading, and writing Spanish. It is a vocabulary-rich environment where survival skills are taught along with cultural information about the many Spanish-speaking countries. Activities include dialogue, role-playing, celebrations, films, videos, recordings, games, food study and other activities which provide an overview of the language.
Prerequisite	There are no prerequisites

Course Title	Spanish II
Course Description	In this course students continue to develop proficiency in listening, speaking, reading, and writing Spanish. It also continues to increase students' knowledge and appreciation of the diverse countries whose language they are learning. Emphasis is on a thorough tense study, grammatical structure, and language development.
Prerequisite	Spanish I

Course Title	Honors Spanish II
Course Description	This course covers the same topics and concepts as Spanish II but does so in greater depth and with expanded vocabulary development. It is intended for students who plan to continue into Spanish III and AP Spanish.
Prerequisite	Spanish I

Course Title	Honors Spanish III
Course Description	Students continue to develop the oral and written language skills acquired in Spanish I and II. Spanish III extends the students' knowledge of the language by exploring Spanish literature, politics, history, and daily life more in depth. Readings, skits, short stories, role-playing, video presentations, and comprehension games are used to reinforce skills.
Prerequisite	Spanish II

Course Title	Advanced Placement Spanish Language
Course Description	This course conforms to the College Board topics for the AP Spanish Language exam. Students will use the language for active communication. The course stresses the ability to understand Spanish in various contexts; to develop a vocabulary sufficient for reading newspapers, magazines, literary texts, and other non-technical writing; and to express oneself in speech and in writing coherently, fluently, and accurately.
Prerequisite	Spanish III

Course Title	Spanish for Native Speakers Level I
Course Description	This course focuses on the development of communicative competence in reading, writing, speaking and listening and viewing, as well as on understanding Hispanic cultures and issues of identity of heritage speakers of Spanish in the United States. Students will also develop an awareness and understanding of Hispanic cultures, including language variation, customs, geography, history, and current events. During this course, students will gain confidence using Spanish to express their own thoughts on social and academic themes, interact with other speakers of the language, understand oral and written messages, make oral and written presentations, reflect on language variation, and critically view and evaluate media resources and websites. Students will be able to understand material presented on a variety of topics related to contemporary events and issues in Hispanic communities. This course is intended for native Spanish speaking students only.
Prerequisite	Prerequisite: Permission of instructor.

Course Title	Spanish for Native Speakers Level II
Course Description	This course focuses on the development of advanced communicative competence in reading, writing, speaking and listening and viewing, as well as on understanding Hispanic cultures and issues of identity of heritage speakers of Spanish in the United States. Students will also continue to develop awareness and understanding of Hispanic cultures, including language variation, customs, geography, history, and current events. During this course, students will gain proficiency in using Spanish in increasingly complex ways to express thoughts on social and academic themes, interact with other speakers of the language, understand oral and written messages, make oral and written presentations, reflect on language variation, and critically view and evaluate media resources and websites. Students will be able to understand material presented on a variety of topics related to contemporary events and issues in Hispanic communities. This course is intended for native Spanish speaking students only.
Prerequisite	Spanish for Native Speakers Level I and/or permission of instructor

Course Title	French I
Course Description	In this course students begin developing proficiency in the four basic skills: listening, speaking, reading, and writing French. This vocabulary-rich environment will teach students basic survival skills as well as general cultural information of French speaking countries. Activities include: dialogue, role-playing, culture days, food experimentation, oral presentations, and films.
Prerequisite	There are no prerequisites.

Course Title	French II
Course Description	In this course students continue to develop proficiency in listening, speaking, reading, and writing French. Emphasis is on a thorough tense study, grammatical structure, and language development. Discussion of French culture, history, and literature will be introduced in context with learning the language.
Prerequisite	French I

Course Title	Honors French II
Course Description	This course covers the same topics and concepts as French II but does so in greater depth and with expanded vocabulary development. It is intended for students who plan to continue into French III and AP French.
Prerequisite	French I

Course Title	Honors French III
Course Description	Students will continue to develop the oral and written language skills acquired in French I and II. They will explore French culture through films, videos, and literary selections. Activities include: reading plays, short stories, poems, role-playing, video presentations, library research, Internet exploration, and creative writing.
Prerequisite	French II

Course Title	Honors French IV
Course Description	French IV is designed to immerse students further into the topics addressed in French I, II, and III. Topics include: analysis and study of the history of France, French literary selections, poems, short stories, plays, short novels, film, and other artistic media. Students develop oral, written, reading and listening skills.
Prerequisite	French III

Course Title	Advanced Placement French Language
Course Description	This course conforms to the College Board topics for the AP French Language exam. Students will use the language for active communication. The course stresses the ability to understand French in various contexts; to develop a vocabulary sufficient for reading newspapers, magazines, literary texts, and other non-technical writing; and to express oneself in speech and in writing coherently, fluently, and accurately.
Prerequisite	French III

Course Title	German I (Located at SHS, UGHS, WHS)
Course Description	In this course students begin developing proficiency in the four basic skills: listening, speaking, reading, and writing German. It is a vocabulary-rich environment where survival skills are taught along with cultural information about German speaking countries. Activities include dialogue, role-playing, celebrations, films, videos, recordings, games, food study, and other activities that provide an overview of the language.
Prerequisite	There are no prerequisites.

Course Title	German II (Located at SHS, UGHS, WHS)
Course Description	Students continue to develop proficiency in listening, speaking, reading, and writing in German. Emphasis is on a thorough tense study, grammatical structure, and language development. Discussion of German culture, history, and literature will be introduced in context with learning the language.
Prerequisite	German I

Course Title	Honors German II (Located at SHS, UGHS, WHS)
Course Description	This course covers the same topics and concepts as German II but does so in greater depth and with expanded vocabulary development. It is intended for students who plan to continue into German III and IV.
Prerequisite	German I

Course Title	Honors German III (Located at SHS, UGHS, WHS)
Course Description	Students will continue to develop the oral and written language skills acquired in German I and II. They will explore German culture through films, videos, and literary selections. Activities include: reading plays, short stories, and poems, role-playing, video presentations, library research, Internet exploration and creative writing.
Prerequisite	German II

Course Title	Honors German IV (Located at SHS, UGHS, WHS)
Course Description	This course is designed to immerse the student in more advanced topics. Reading skills are developed by using poems, short stories and a variety of events. Listening is enhanced by using tapes, films, and CD's. Students create personal writing examples. Speaking and writing skills are further developed.
Prerequisite	German III

Course Title	Advanced Placement German Language and Culture
Course Description	This course conforms to the College Board topics for the AP German Language exam. Students will use the language for active communication. The course stresses the ability to understand in various contexts; to develop a vocabulary sufficient for reading newspapers, magazines, literary texts, and other non-technical writing; and to express oneself in speech and in writing coherently, fluently, and accurately.
Prerequisite	German III

HEALTH & PHYSICAL EDUCATION

CAREER OPPORTUNITIES

Athletic Trainer	Laboratory Technician
Audiologist	Medical Illustrator
Crime Scene Investigator	Mortician
Coach	Nurse
Coroner	Nurse's Aide
Dental Assistant	Optician/Optometrist/Ophthalmologist
Dentist	Pharmacist
Dietitian/Nutritionist	Physician/Surgeon/Specialist
Emergency Medical Technician	Physician's Assistant
Epidemiologist	Public Health Service
Health Services Administrator	Sports Administrator
Hospital Records Technician	Sports Medicine

Course Title	Personal Fitness
Course Description	Personal Fitness provides instruction in methods to attain a healthy level of physical fitness. The course covers how to develop a lifetime fitness program based on personal fitness assessment and stresses strength, muscular endurance, flexibility, body composition, and cardiovascular endurance. It includes fitness principles, nutrition, fad diets, weight control, stress management, adherence strategies, and consumer information and promotes self- awareness and responsibility for fitness. This course is required for graduation and is one semester in length.
Prerequisite	None

Course Title	Health
Course Description	Health explores the mental, physical and social aspects of life and how each contributes to total health and well-being. The course emphasizes safety, nutrition, mental health, substance abuse prevention, disease prevention, environmental health, family life education, health careers, consumer health, and community health. An instructional program developed by the American Heart Association in cardiopulmonary resuscitation (CPR) and the use of an automated external defibrillator (AED) is incorporated into the course. This course is required for graduation and is one semester in length.
Prerequisite	None

Course Title	Introductory Lifetime Sports
Course Description	Introductory Lifetime Sports is an elective course that introduces fundamental skills, strategies, and rules associated with lifetime sports such as bowling, golf, tennis, racquetball, baseball, badminton, roller skating, and skiing.
Prerequisite	None

Course Title	Team Sports
Course Description	Team Sports is an elective physical education course that provides opportunities for students to participate in different team-oriented sports such as volleyball, softball, basketball, flag football, soccer, team handball, floor hockey, and kickball.
Prerequisite	None

Course Title	Aerobics
Course Description	Aerobics provides opportunities to perform choreographic routines to music and to increase strength, cardiovascular and muscular endurance, and flexibility. Aerobics includes fitness concepts for developing healthy lifestyle habits.
Prerequisite	None

Course Title	Beginning Weight Training
Course Description	This course is designed to introduce the fundamentals of weight training. Students will be taught the fundamentals and techniques for improving and developing strength, flexibility, and endurance. Students will also be introduced to a variety of methods and materials for gaining strength, weight control, relieving stress, and building muscle endurance.
Prerequisite	None

Course Title	Advanced Weight Training
Course Description	This course is designed to further develop the advancement of weight training. This course will be covering developing personal weight training, strength, power, speed, and endurance programs. Students will be instructed on major core lifts, and is not limited to sport specific lifts, running, plyometric, and agility improvement activities. The students will be instructed in weight control enhancement, weight gaining fads, and nutrition supplements.
Prerequisite	Beginning Weight Training

Course Title	Body Sculpting
Course Description	Provides methods to redefine body shape through specific exercises. Covers weight training, conditioning exercises and proper nutrition to improve muscle tone, muscle definition, posture, bodily proportions, overall condition of the body and increase energy levels. Based on the American College of Sports Medicine guidelines for fitness and conditioning programs.
Prerequisite	Advanced Weight Training

Course Name	Advanced Body Sculpting
Course Description	Provides additional opportunities to redefine body shape through specific exercises. Covers weight training, conditioning exercises and proper nutrition to improve muscle tone, muscle definition, posture, bodily proportions, overall condition of the body and increase energy levels. Based on the American College of Sports Medicine guidelines for fitness and conditioning programs. Promotes healthy means to body sculpting goals.
Prerequisite	Body Sculpting

Course Title	Introductory Gymnastics, Stunts and Tumbling
Course Description	Introduces gymnastics, stunts and tumbling; emphasizes safety measures. Uses basic gymnastic equipment such as the balance beam, uneven bars, parallel bars, rings, side horse and horizontal bars.
Prerequisite	None