RICHMOND COUNTY SCHOOL SYSTEM

High School Course Catalog 2026-2027

Richmond County School System

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Introduction General Information

Purpose

The Richmond County School System Course Catalog is designed to provide parents and students information about graduation requirements, grading, the Georgia Milestones standardized testing program, available courses, Dual Enrollment program, Advanced Placement courses, and various pathways.

Richmond County School System Mission Statement

Empowering Every Learner Every Day

Richmond County School System Vision

To prepare every student to thrive, adapt, and lead in an ever-changing world

Department Phone Numbers

High School Programming & Workforce Development	706-826-1115
Special Education	706-826-1132
Student Services	706-826-1131
Teaching and Learning	706-826-1102

The policies and procedures in this manual are not intended to limit the discretionary authority of, or to create any liability for, or create a cause of action against, the Board of Education or its officers, employees, volunteers or other designated individuals for any act or omission to act related to this policy. Georgia's constitution provides that school district employees are immune from liability when they are preforming discretionary functions and they act without malice or intent to cause injury.

Pathway Completion Requirement

The Richmond County School System requires that all students complete at least one approved instructional pathway. Pathways are defined as a structured sequence of courses designed to provide advanced knowledge and skills within a specific area of study. Approved pathway categories include:

- Advanced Academics
- Career, Technical, and Agricultural Education (CTAE)
- Fine Arts
- World Language

It is important to note that students may earn multiple pathways in one or more categories. In addition, Dual Enrollment and Work-based Learning opportunities are available to all students in support of the district's commitment to college and career readiness.

For additional information regarding pathway requirements, students and parents should contact the school counseling department or refer to the Richmond County School System website.

Graduation Requirements: Traditional High School Diploma

Below are the high school graduation requirements for students enrolling in the ninth grade for the first time in the 2008-2009 school year and subsequent years. For more information, please refer to Georgia rule 160-4-2-.48 and RCSS Policy IHF.

REQUIRED AREA OF STUDY	HIGH SCHOOL COURSES
English/Language Arts 4 units	• Literature & Composition I (1 unit) * • Literature & Composition II (1 unit) * *2 Additional Units in English Language Arts
Mathematics 4 units	• Algebra: Concepts and Connections (1 unit)* • Geometry: Concepts and Connections (1 unit) * • Advanced Algebra: Concepts and Connections (1 unit) * • 4th year math (1 unit)
Science 4 units	• Biology (1 unit) * • Physical Science or Physics (1 unit)* *2 Additional Units in Science Any AP/IB science course may be substituted for the appropriate courses listed above.
Social Studies 3 units	• American Government (.5 unit)* • Personal Finance and Economics (.5 unit)* • World History (1 unit)* • U.S. History (1 unit)*

Physical Education 1 unit	• Health (.5 units) * • Personal Fitness (.5 units) * Three (3) units of credit in JROTC (Junior Reserve Officer Training Corps) may be used to satisfy this 1 Unit requirement.
CTAE (Career, Technical, and Agricultural Education) or Fine Arts, or Modern Language/ Latin 3 units	**3 units** in CTAE (in the same pathway), Fine Arts or Modern Language/Latin. Students are encouraged to select courses in a focused area of interest.
Additional Elective Units 4 units	For students entering a University System of Georgia institution, two units of the same World language are required; many colleges and universities require 3 units.
TOTAL	**23 units**

*Courses required for graduation

Graduation Requirements: Accelerated Career Diploma

High School Graduation Accelerated Career Diploma offers qualified students a unique path to high school graduation. Students choose to simultaneously earn a high school diploma and a college associate degree, Technical Diploma, or two (2) Technical Certificates of Credit (TCC's) in a specific career pathway. Some of the required high school courses may be taken under the state-funded Dual Enrollment program.

To earn a high school diploma, students must earn the specified **9** Carnegie units and complete

1. An Associate degree, **or**
2. A diploma from a technical college program **or**
3. Two (2) Technical Certificates in a specified pathway leading to industry certification

REQUIRED AREA OF STUDY	HIGH SCHOOL COURSES
English/Language Arts	**2 Units** • Literature & Composition II (1 unit) EOC Course • Another Literature course (1 unit)
Mathematics	**2 Units** • Algebra Concepts & Connections (1 unit) EOC Course • Another Mathematics course (1 unit)
Science	**2 Units** • Biology (1 unit) EOC Course • Another Science course (1 unit)
Social Studies	**2 Units** • Social Studies Course (1 unit) • Social Studies Course (1 unit)

Health and Physical Education	**1 Unit** • Health (.5 unit) • Personal Fitness (.5 unit)* *Three (3) units of credit in JROTC (Junior Reserve Officer Training Corps) may be used to satisfy the requirements
Dual Enrollment Courses	Students must fulfill postsecondary requirements for: • an Associate Degree, or • a Technical Diploma, or • 2 Technical Certificates in a career pathway and all training prerequisites for any state, national or industry certification or licenses required to work in the field.

Important Notes:

1. Students must complete the End of Course Assessments associated with the required courses.
2. Students pursuing this option may not meet all the admission requirements for University System of Georgia institutions or other college/university programs.
3. Students will not earn a diploma until all requirements (high school and postsecondary) are met.

Georgia Milestones EOC Courses

SBOE Rule 160-3-1-.07 Testing Programs-Student Assessment requires that students enrolled in and completing courses assessed by a Georgia Milestones End-of-Course (EOC) assessment shall take the EOC as a final exam that shall count as a percentage of the final numeric grade for the school year. The EOC is only needed for initial course completion for graduation not for successive advanced courses tied to the same corresponding EOC.

Course #		Course Name	Corresponding EOC
English Language Arts			
23.0617		Literature and Composition II	Literature & Composition II
23.0380		Advanced Placement (AP) Seminar, ELA	Literature & Composition II
23.0430		Advanced Placement (AP) English Language/Composition	Literature & Composition II
Mathematics			
27.08110		Algebra: Concepts & Connections	Algebra: Concepts & Connections
Science			
26.0120		Biology I	Biology
26.0140		AP Biology	Biology
26.0180		IB Biology, Year One	Biology
Social Sciences			
45.0810		United States History	US History

Georgia DOE Student Assessment guidelines **exempt students** enrolled in certain U.S. History AP, IB, and Dual Enrollment courses from taking the EOC. Exemptions are not allowed for ELA, mathematics, and science. Specific rules apply.

Course #	Course Name	Corresponding EOC
45.0820	AP United States History	US History
45.0870	IB History of the Americas, Year One	US History

End-of-Pathway Assessments (EOPA) Information

Georgia's End-of-Pathway Assessment (EOPA) process was derived in direct response to the Perkins IV Legislation (Perkins Act of 2006), Core Indicator 2S1, which mandated states to implement a measurement mechanism that would ascertain the technical skill attainment level of students participating in career and technical education courses. End of Pathway Assessments (EOPAs) are dispensed to Career, Technical and Agricultural Education (CTAE) students who successfully complete all the designated courses in a CTAE pathway. Students who are eligible to participate in EOPA testing activities should have successfully completed the three designated courses in the pathway or be enrolled in the final designated course of the pathway and be on track to successfully complete the last designated course.

At the end of each school year, the district submits student performance results on EOPAs through the EOPA Data Portal.

Some EOPAs have practice tests that can be ordered and administered to students during first semester. These practice tests should be ordered through the High School Programming and Work Force Development Department by **November 1**. Blueprints (study guides) are also available for student use to ensure success on EOPAs. Each CTAE teacher has access to these documents.

Actual assessments are ordered through the High School Programming and Work Force Development Department beginning in January. The district contact person should provide the appropriate order form to each school to be submitted. Prior to assessments, CTAE leadership should provide a webinar for school leadership and test coordinators on the EOPAs procedures.

Teachers cannot administer assessments to their own students. This is a violation of testing protocol. Each school is required to select a testing coordinator who should be responsible for receiving assessment data from testing agencies. **Tests are administered in March/April each year with retests in May.** Reference the district testing calendar for exact dates each year.

The Test Coordinator shall be listed with the testing agency as the point of contact for the school, set up accounts with each testing agency, work with the principal to create the school's testing schedule for April, ensure all testing information is submitted on time, and work closely with the High School Programming and Work Force Development Department to answer any questions about ordering, student information and/or test verification. The coordinator should also be responsible for adhering to the dates on the calendar below.

EOPA Calendar

NOTE: If you have any questions or concerns about the End of Pathway Assessments, please contact the RCSS High School Programming and Work Force Development Department. Georgia DOE End of Pathway Assessment Information

Month	Activity
October	Order EOPA study resources for all teachers
November-December	Student Information/Test Verification (submitted by CTAE teachers)
January	Principal submits name of Test Coordinator and EOPA Schedule (email to CTAE designee when requested)
February	Student Testing Verification (submit any changes to testing rosters)
February-March	EOPA Ordering (completed by CTAE Office)
March	EOPA Training
April	EOPA Testing
May	Submit Student Verification w/results (email to CTAE designee) All EOPA data entered into Infinite Campus (entered by CTAE Office)

Georgia High School Association (GHSA) Rules for Athletes

To be academically eligible to play interscholastic sports, a student must have earned at least 2.5 Carnegie Units in courses that count towards high school graduation during the semester preceding participation. The passing score in all GHSA schools is 70 or higher. To maintain eligibility, students should make satisfactory progress each year as shown below:

End of first year: 5 credits
End of second year: 11 credits
End of third year: 17 credits

Students who transfer from other schools with different guidelines can petition the GHSA for a waiver. Students are also able to obtain tutoring to raise their grades, assuming the school offers tutors for all students. For more information, students should consult with the Athletic Director and school counselor at their school for more information. Information is also available on the GHSA website.

National Collegiate Athletic Association (NCAA) Eligibility

Students who desire to play sports at Division I, Division II or Division III colleges must meet the academic requirements established by the NCAA. The NCAA Eligibility Center (formally known as the NCAA Clearinghouse) is an arm of the NCAA responsible for determining the eligibility of student athletes at the DI and DII levels All NCAA student athletes must register with the Eligibility Center before they can receive a scholarship or play college sports for an NCAA school. Students can begin to register with the NCAA as early as 9th grade. Credits in 16 core courses are required for eligibility. Not all high school classes are NCAA- approved core courses and may not count toward the 16 core-course credit requirements. Students should consult with their school counselor regarding approved courses that meet NCAA eligibility and registration with the NCAA. More information is available on the NCAA website.

Grading Protocol

This Grading System includes district procedures for adherence to State Board Rules 160-3-1-.07, 160-4-2-.11 and 160-4-2-.13 in IHA/JBC (4)- R

Grades

Student performance shall be recorded on the permanent record using numerical grades. These numerical grades represent the following letter grades:

- A Shall represent an average of 90-100
- B Shall represent an average of 80-89
- C Shall represent an average of 75-79
- D Shall represent an average of 70-74
- F Shall represent an average of below 70

Exams: Final Exams will count for 10% of the overall grade for each high school course.

Georgia Milestone Assessments and other state mandated assessments may not be exempt. Final Exams for students in grades 9-12 may be exempted following guidelines in RCSS Policy IHA-R (1).

Transferring Grades and Credits from Accredited and Non-Accredited Schools

District procedures to correspond to the State Rule 160-5-1-.15

Course Titles:

Transfer course titles will be changed to the appropriate Richmond County course titles for courses in English, mathematics, science, social studies, foreign language, health, and the specific course Personal Fitness. Transfer elective course titles will be changed to broad categorical titles, such as physical education, business education and other appropriate categories to best meet the description of the appropriate course.

Credit:

Accredited Schools, Home Study Programs, and Non-Traditional Educational Centers:

- Carnegie unit credit received from the schools accredited by a designated regional or state accrediting agency will be accepted as established by Georgia Board of Education Rules and Richmond County School System.

- The Board will not substitute course and exempt students from the required secondary minimum core curriculum unless the student transferred from an accredited secondary school or the courses presented for credit include concepts and skills based on the state-adopted curriculum for grades 9-12.
- For student transcript purposes, grades for courses taken by transferring students will be accepted as recorded on the transcript from the issuing school or program. Grades of students transferring from schools accredited by a designated regional or state accreditation agency will be recorded as numerical grades. Letter grades for high school transfers will be converted to numerical grades using the following procedures:

Student grades will be subject to the following conversion scale if the transferring school has not assigned a numerical average:

A+	= 99	B+	= 89	C+	= 79	D+	= 74	F = 65
A	= 95	B	= 85	C	= 77	D	= 72	
A-	= 90	B-	= 80	C-	= 75	D-	= 70	

In cases where the issuing school uses a grading scale different from Richmond County's, the numerical grade to be recorded will be derived by the following steps:

- Converting the transferred numerical grade to a letter grade according to the issuing school's grading scale, and then,
- Assigning a numerical grade based on the preceding conversion scale.

If grades of pass or fail are received, the following procedure must be applied:

- Fail will be recorded as "F", and no course credit will be included in the calculation of the cumulative average.
- Pass will be recorded as "P", and course credit will be awarded however, this course will not be included in the calculation of the cumulative average.

If a situation occurs where the above procedures adversely affect the academic standing of the student, a request for transcript review may be made to the school administration. If dissatisfied with the decision of the school administrator, a written request may be made to the school principal for an appeal to the Richmond County Transcript Review Committee. A Review Committee consisting of two counselors, Director of High School Programming and Work Force Development, Director of Teaching and Learning, and the Chief Academic Officer will make the final determination. The Review Committee will meet on a quarterly basis to review requests.

Non-Accredited Schools, Home Study Programs, and Non-Traditional Educational Centers:

Transfer credit shall be validated for courses taken at non-accredited schools, home study programs, and non-traditional educational centers.

High school students transferring from home study programs, non-accredited schools or non-traditional educational centers will have a probationary placement of no longer than three weeks in a 9th grade homeroom until the credits are validated. The student may be enrolled in appropriate level courses based on a review of the transcript until the probationary period ends. High school transfer students must take any state-mandated assessments, including applicable

End of Course tests. Units of credit shall be granted for courses that meet state-adopted curriculum standards for grades 9-12 as evidenced by the validation process.

The process for validating credits reported from non-accredited home study programs, non-accredited schools or non-traditional educational centers includes:

- Administration of EOC Assessment or system assessment for courses that have one associated and,
- For courses that have no EOC or standardized assessment associated, a review of the transferred courses must occur.

Validation by the administration of End-of-course Assessment or other standardized assessments

A student must take and pass mandatory state testing course assessment, EOC or a district assessment, with a minimum of 70 grade conversion 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 that requires the EOC. If the student does not pass the EOC on that administration, the student will not receive credit for that course. If the course is required to receive a high school diploma, the student shall enroll in the course and take the EOC at the completion of the course. Upon earning a passing score on the EOC or standardized assessment, the grade as shown on the transcript from the non-accredited school, non-traditional education center or from a home school will be awarded.

Repeated 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 in the grade point average.

Grade Point Average:

A student's grade point average (GPA) is based on quality points (See chart below). Regular high school courses are calculated on the 4.0 scale and AP, IB and College/University courses are weighted based on the 5.0 scale. High school student transcripts include the GPA, class rank and numerical average.

A student's grade point average (GPA) is based on quality points earned while enrolled in grades 9- 12. (Please See Chart Below)

Regular High School courses are based on a 4.0 scale and AP, IB and College/University Courses are based on a 5.0 scale. The Georgia Student Finance Commission has a Dual Enrollment Funding Cap of 30 Semester Hours or 45 Quarter Hours. Dual enrollment credits earned beyond those limits will be self-pay and will be calculated on the same scale as Regular Courses below, as identified by their unique GADOE/RCSS course numbers. Points are awarded for each grade earned. High School Student Transcripts include the quality point GPA, numerical average, and Class Rank.

Quality Points	
Regular Courses	**Advanced Placement (AP) International Baccalaureate (IB) and College courses**
"A" = 4 Quality Points	"A" = 5 Quality Points
"B" = 3 Quality Points	"B" = 4 Quality Points
"C" = 2 Quality Points	"C" = 3 Quality Points
"D" = 1 Quality Points	"D" = 2 Quality Points
"F" = 0 Quality Points	"F" = 0 Quality Points

For complete details, please reference Regulation IHA-R: Grading Systems-Administrative Procedures.

Valedictorian/Salutatorian

The Valedictorian is the student with the highest quality point cumulative GPA in their graduating cohort's senior class. The Salutatorian is the student with the second highest quality point cumulative GPA in their graduating cohort's senior class. After the first semester of the senior year computation of average, the Valedictorian and Salutatorian will be announced on the first Friday in February each year. The Valedictorian and Salutatorian must attend their representative high school their Junior and Senior years prior to receiving this honor. If students vying for Valedictorian or Salutatorian have identical quality point GPA averages, the 100-point scale GPA shall be considered.

Honor Graduates

After the 1st semester senior year computation of average, Honor Graduates will be only Seniors with a quality point cumulative GPA of 3.5 or higher (not rounded up). Honor graduates will be announced on the first Friday in February each year.

QUALITY POINTS	
Regular Courses	**Advanced Placement (AP), International Baccalaureate (IB) and College/University courses**
A = 4 Quality Points	A = 5 Quality Points
B = 3 Quality Points	B = 4 Quality Points
C = 2 Quality Points	C = 3 Quality Points
D = 1 Quality Points	D = 2 Quality Points
F = 0 Quality Points	F = 0 Quality Points

Course Levels and Codes

xx.**0**xxxxxx	General Education
xx.**1**xxxxxx	Remedial
xx.**2**xxxxxx	Gifted
xx.**3**xxxxxx	Distance/Virtual Learning (GAVS/Edgenuity)
xx.**4**xxxxxx	CTAE
xx.**5**xxxxxx	CTAE
xx.**7**xxxxxx	Work-Based Learning
xx.**8**xxxxxx	Pull-out
xx.**9**xxxxxx	Co-Teaching
xx.xxxxxx**3**	Honors*
xx.xxxxxx**4**	Advanced Placement (AP)*
xx.xxxxxx**5**	International Baccalaureate (IB)*
xx.xxxx**0**xx	Reserved for State Use
xx.xxxx**1**xx	Reserved for State Use
xx.xxxx**2**xx	Locally Funded
xx.xxxx**3**xx	Credit In Lieu of Enrollment
xx.xxxx**4**xx	Dual Enrolled Weighted
xx.xxxx**5**xx	Dual Enrolled Unweighted
xx.xxxx**6**xx	Out-Of-State Public School Credit
xx.xxxx**7**xx	Private (In/Out-State) School Credit
xx.xxxx**8**xx	Out of USA Credit
xx.xxxx**9**xx	Home School Credit

***RCSS only; not GADOE code**

Number Details for Infinite Campus Use

Most digits in the course number are state defined.

The **whole number** identifies the discipline or content area.

The **first digit to the right of the decimal** identifies the type of instruction.

- 0 = general
- 1 = remedial
- 2 = gifted
- 3 = distance learning
- 4 = one-hour lab CTAE
- 5 = two-hour lab CTAE
- 7 = work-based learning
- 8 = general education class in a special education setting
- 9 = general education class in a general education setting with special education support

The **second, third, and fourth digits** to the right of the decimal are static.
The **fifth digit** to the right of the decimal will generally be a zero. However, local school systems should follow state guidelines to determine if other digits should be used. For instance,

- A 4 as the fifth numerical digit to the right of the decimal indicates that the students receive credit for the course while taking it for **dual enrollment** credit.

If you see more than 1 course number, it is because of the **eighth and ninth digits (6th and 7th digits after the decimal)**.	
Digit 8	**Digit 9**
Semester	**Special Course**
1-1st semester for 0.5 credit	3- Honors
2-2nd semester for 0.5 credit	4-AP Class
	5-IB Class
	6-Virtual or grade level

Gifted

High school gifted services are delivered through the advanced content gifted model, providing students with opportunities to enroll in honors and advanced courses such as Advanced Placement (AP) and International Baccalaureate (IB). Course selection is based on the offerings available at the high school, with careful consideration given to students' interests and academic pathways when scheduling their classes.

Dual Enrollment

Georgia's Dual Enrollment Program provides funding for students who are dually enrolled at a participating eligible public or private high school, or home study program in Georgia, and a participating eligible postsecondary institution in Georgia. These students take postsecondary coursework for credit towards both high school graduation or home study completion and postsecondary degree, diploma, or certificate requirements. The program is offered during all terms of the school year: fall, spring and summer semester or fall, winter,

spring and summer quarter. Eligible students can take academic or Career, Technical and Agricultural Education (CTAE) courses. Courses taken in the core academic areas (English, math, science, social studies and world/foreign languages) are used in the high school HOPE Scholarship calculation. Career, Technical and Agricultural Education (CTAE) courses are aligned with the GA DOE Career Clusters and Pathways but are not used in the high school HOPE Scholarship calculation.

Senior Early Release Process

Senior Early Release will only be authorized under documented extreme hardship circumstances. Requests must be initiated by school administration and submitted for approval to the Assistant Superintendent through the Multi-Tiered System of Supports (MTSS) process.

For additional information regarding pathway requirements, students and parents should contact the school counseling department or refer to the Richmond County School System website.

Grade Level Eligibility

Who is eligible to participate in the Dual Enrollment (DE) Funding Program?

- Students who are enrolled and physically attending a participating eligible public or private high school in Georgia or an eligible participating home study program in Georgia may participate.

Dual Enrollment Funding Program regulations do not supersede high school nor postsecondary policies, which students must abide by, to be eligible to participate in the program.

9th Graders

- Students in the 9th grade are not eligible to participate in the DE Funding Program.

10th Graders

- All eligible 10th Graders may enroll in approved Career, Technical and Agricultural Education courses listed on the Course Directory at a participating TCSG institution only.
- 10th Graders who have a minimum SAT score of 1200 or minimum ACT composite score of 26 in a single national test administration may enroll in any approved courses listed on the Course Directory at a TCSG, USG or private eligible participating postsecondary institution.

11th & 12th Graders

- Eligible students may take any approved DE courses listed on the Course Directory at an eligible participating postsecondary institution (USG, TCSG or private).

Note: Georgia Student Finance Commission must have the required test score(s) in the Dual Enrollment system prior to the student's Dual Enrollment Funding Application being approved by the high school or home study.

Students that complete high school graduation requirements prior to officially graduating may continue participation in Dual Enrollment until high school graduation.

For Summer term, what grade level is a student?

High schools may mark their students in the next grade level, in the Dual Enrollment (DE) funding application, if they have met the local promotion requirements to go to the next level regardless of how they may be notated in the SIS at the time of summer enrollment in DE courses.

Would a student who completed 10th grade in the spring be eligible for Dual Enrollment funding as an 11th grader for the summer term?

Yes. Students who complete 10th grade in the spring are eligible for Dual Enrollment (DE) funding as 11th graders for the summer term if they have met the local promotion requirements to go to the next level regardless of how they may be notated in the SIS at the time of summer enrollment in DE courses. High schools may mark the students next grade level on the DE funding application.

Can students participate in Dual Enrollment if they will be in high school longer than four years?

Yes, eligible students may participate.

Dual Enrollment Courses

Approved courses for Dual Enrollment are listed in the Dual Enrollment Course Directory. Approved classes may include degree level or non-degree level courses in the five main academic areas (English, math, science, social studies and foreign language), as well as Career, Technical and Agricultural Education offerings. The Course Directory can be found on GAfutures.org. The courses a student chooses each term must be listed on his or her Dual Enrollment funding application and must be approved by the high school and postsecondary institution(s) he or she will be attending Course categories such as fine arts, physical education and health are no longer eligible for Dual Enrollment funding.

Can students take courses not approved for Dual Enrollment funding?

The student and parent need to discuss the options with the high school counselor and college admissions office to check policy.

Can a student retake or withdraw from a Dual Enrollment course?

- Effective Summer term 2020 (FY2021), a student may not receive funding for the same course twice. Courses taken Summer term 2020 or later cannot be retaken and receive Dual Enrollment funding. Courses taken prior to Summer 2020 are not included.
- Effective Summer term 2020 (FY2021), students become ineligible to continue to receive Dual Enrollment funding for future terms after their 2nd course withdrawal.
- Students should consult with the post-secondary advisor regarding extenuating circumstances (serious injury, serious illness, or death of an immediate family member) that may warrant course withdrawal and policy exception.

Dual Enrollment Funding

What is covered by the Dual Enrollment funding award?

The award amounts listed in the FY 2025 Program Regulations are the amounts from FY 2025 and are not official award amounts. The current (FY 2026) award amounts have yet to be determined.

- The specific Dual Enrollment award amount will vary based on the postsecondary institution and the number of credit hours in which a student is enrolled in approved Dual Enrollment courses.
- The approved award rates to be paid for Tuition, Mandatory Fees, and Book costs are annually published and subject to change each year.
- Dual Enrollment funding is available for the per term maximum of 15 semester or 12 quarter hours and a maximum of three semesters or four quarters per school year based on approved enrollment with a completed Dual Enrollment funding application as long as the student meets all eligibility requirements.
- Dual Enrollment funding is available up to the student's high school graduation or home study completion date.
- Institutions must provide required textbooks at no cost to participating students for courses approved for Dual Enrollment funding. If the course textbook and/or course homework

delivery method is provided online or online materials are used in lieu of a physical textbook, the institution must provide the access code at no cost to the student for courses approved for Dual Enrollment funding.

While receiving Dual Enrollment funding, will the student have to pay for anything?

Students are responsible for lost or damaged books, books that are considered optional and specific course-related fees, such as a lab fee.

Students may incur expenses for course related fees and supplies required for a particular course or optional fee charged by the postsecondary institution. If the postsecondary institution provided the textbooks through a lending program, the student may be charged a lost or damaged book fee if the book is not returned in the required condition.

Students are responsible for tuition and fees for any course(s) taken that is not listed in the Dual Enrollment Course Directory and listed on their Dual Enrollment funding application.

Applying for Dual Enrollment

How does a student apply to participate in Dual Enrollment?

To participate in Dual Enrollment, students must meet the admission requirements and be accepted at the postsecondary institution(s) of their choice and make satisfactory academic progress. Interested students must consult with their high school counselor and visit GAfutures.org for complete program information and to access the annual online Dual Enrollment funding application. Click here to view a tutorial video of the application process.

- The new annual application is available on GAfutures and may be completed by high school and home study students who are enrolled and physically attending a participating eligible public or private high school in Georgia or an eligible participating home study program in Georgia.
- First - Students must create a GAfutures account profile with their correct information (legal name, email address, home address, social security number and date of birth). If the student does not have a valid social security number, when creating a GAfutures account profile, they will be assigned a GAfutures temporary ID when completing a Dual Enrollment funding application.
- Second – Students select the Dual Enrollment funding Application for the current school year, the student's GAfutures account profile will prepopulate their demographic information. Within the application the student provides: a parent/guardian's email address for the parent/guardian to electronically complete the Dual Enrollment Participation Agreement and the colleges to attend for Dual Enrollment. The student will receive an onscreen and email message with their application ID upon submission of the application.
- Third – Parents/guardians must complete the Dual Enrollment funding Participation Agreement. An email will be sent to the parent with instructions to access and complete the agreement electronically. If the parent/guardian cannot complete the online agreement they can visit GAfutures.org\DE Parent Agreement to access the paper agreement.

Dual Enrollment and Students Pursing the Accelerated Career Diploma

How is a student identified as pursuing the Accelerated Career Diploma for Dual Enrollment?

- Students must be designated by their public high school as pursuing the Accelerated Career Diploma.
- Students pursuing the Accelerated Career Diploma must follow the same Dual Enrollment procedures outlined for students pursuing the Traditional High School Diploma.
- Public high school students, designated by their high school, pursuing High School Graduation Accelerated Career Diploma as of Spring term 2020, and having received Dual Enrollment funding as an Accelerated Career Diploma student, may enroll in any approved Dual Enrollment courses at a TCSG, USG or private eligible participating postsecondary institution for their High School Graduation Accelerated Career Diploma.

Advanced Placement (AP®)

With AP®, students can take college-level course work in high school. When students take AP courses and exams, they demonstrate to college admission officers that they have sought out an educational experience that will prepare them for success in college and beyond. Performing well on an AP exam means more than just the successful completion of a course. Most colleges and universities accept successful exam scores for credit, advanced placement, or both. Research consistently shows that students who are successful in AP typically experience greater academic success in college than those who do not participate in AP.

Advanced Placement courses follow curriculum set by the College Board. The teacher of an AP course has to submit a syllabus for approval to the College Board to make certain that the curriculum for the course meets College Board standards. Students in AP courses earn an extra quality point for each letter grade (except for a failing grade). Richmond County School System AP students do not pay for these exams, and they may register for an AP Exam for any AP course they take. Students should register with their AP teachers to take the exam. Students who opt to take an AP exam for a course they have not completed should register and pay for that exam independently. The AP Building Coordinator can assist with the registration process. Depending upon the requirements set by each college or university, a student may be able to exempt the course in college and/or earn college credit for the course. The workload for an AP course is college level.

Teachers are required to complete Advanced Placement Summer Institute (APSI) training before teaching an AP course. However, they may complete this training in the summer following their first year of teaching an AP course, with the exception of AP Research and AP Seminar, for which the training must be completed prior to instruction.

SAT/ACT Prep and Tools for Success

35.0660012 35.0660022	SAT/ACT Preparation	The SAT (Scholastic Assessment Test) and ACT (American College Test) are standardized tests for college admissions in the USA. The SAT exam evaluates a candidate's readiness for college and his/her knowledge in the area of mathematics and Evidence Based Reading and Writing. The ACT test measures what a student already knows. It covers material that the student should have learned during high school. The SAT/ACT Prep course is designed to help prepare students for both tests. In addition to reviewing the basic verbal and mathematical skills assessed on the test, students learn test-taking strategies specific to the exams.
35.0670012 35.0670022	Tools for College Success I	This course is designed to increase the probability of a student's success in college by helping them obtain skills necessary to reach their educational objectives. The class provides the opportunity to learn and adapt skills proven to promote success in college, including study skills and personal life skills. It integrates personal growth, learning techniques, academic and career success, problem solving, critical, and creative thinking. The course focuses on the following topics: self-evaluation and assessment, goal setting, career decision making, educational planning, time and financial management techniques, instructor- student relationships, cultural diversity, stress management, campus resources, learning styles and strategies, note-taking, test taking, memory and concentration.
35.0610090	Hub Study Skills	Course for Cyber Academy of Excellence at RCTCM Teacher will facilitate course to help students understand the importance of preparing for the Security+ industry certification exam. Students will be provided the standards, procedures, and resources to conduct a thorough review of the Cyber Security course material(s), lesson plan(s), tutorial(s) and simulation(s) by taking randomized simulated exams covering all domains with essential questions and problems in order prepare for the Security+ Certification Exam.
35.0880015	IB Personal and Professional Skills, Year One	The IB Personal and Professional Skills course emphasizes the development of transferable skills needed to operate successfully in society. The course focuses on critical and ethical thinking, intercultural understanding, and the ability to communicate effectively. IB Personal and Professional Skills covers a minimum of 90 hours spanning spring of junior year during 7th period (7INT02) and the fall of senior year during the six-period day (INT650). The class will also present students with opportunities to focus on the other IBCP Core Requirements, including the Reflective Project, the Language Extension, and the Service Learning Component. *IB Disclaimer International Baccalaureate (IB) courses and their instructional frameworks and curriculum are solely owned and endorsed by the International Baccalaureate. The contents of these courses have not been reviewed or approved by the Georgia Department of Education. As with any curriculum, school districts should use a process for reviewing, approving, and adopting IB courses and instructional frameworks that engages students, parents, educators, and community stakeholders. Curricula and training should abide by state and local policies, including House Bill 1084 – which requires that the curriculum of exempted IB courses be implemented in a professionally and academically appropriate manner and without espousing personal political beliefs.*

35.08900 15	IB Personal and Professional Skills, Year Two	The IB Personal and Professional Skills course emphasizes the development of transferable skills needed to operate successfully in society. The course focuses on critical and ethical thinking, intercultural understanding, and the ability to communicate effectively. *IB Disclaimer International Baccalaureate (IB) courses and their instructional frameworks and curriculum are solely owned and endorsed by the International Baccalaureate. The contents of these courses have not been reviewed or approved by the Georgia Department of Education. As with any curriculum, school districts should use a process for reviewing, approving, and adopting IB courses and instructional frameworks that engages students, parents, educators, and community stakeholders. Curricula and training should abide by state and local policies, including House Bill 1084 – which requires that the curriculum of exempted IB courses be implemented in a professionally and academically appropriate manner and without espousing personal political beliefs.*
35.06100 12	9th Grade AVID Elective Class Major Concepts/Content	An academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction that utilizes a rigorous college-preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities, and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their academic growth. Additionally, students engage in activities centered around exploring college and career opportunities and their own agency. 9th grade AVID Elective course will serve as a review of the AVID philosophy and strategies. Students will work on academic and personal goals and communication, adjusting to the high school setting. Students will increase their awareness of their personal contributions to their learning as well as their involvement in their school and community. There is an emphasis on analytical writing, focusing on personal goals and thesis writing. Students will work in collaborative settings, learning how to participate in collegial discussions and use sources to support their ideas and opinions. Students will prepare for and participate in college entrance and placement exams while refining study skills and test-taking, note-taking, and research techniques. They will take an active role in field trips and guest-speaker preparations and
35.06200 12	10th Grade AVID Elective Class Major Concepts/Content	Students will refine the AVID strategies to meet their independent needs and learning styles. Students will continue to refine and adjust their academic learning plans and goals, increasing awareness of their actions and behaviors. As students increase their rigorous course load and school/community involvement, they will refine their time-management and study skills accordingly. Students will expand their writing portfolio to include analyzing prompts, supporting arguments and claims, character analysis, and detailed reflections. Students will also analyze various documents to participate in collaborative discussions and develop leadership skills in those settings. Students will expand their vocabulary use, continuing to prepare for college entrance exams. Text analysis will focus on specific strategies to understand complex texts. Lastly, students will narrow down their colleges and careers of interest based on their personal interests and goals.

35.06300 12	11th Grade AVID Elective Class Major Concepts/Content	An academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction that utilizes a rigorous college-preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities, and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their academic growth. Additionally, students engage in activities centered around exploring college and career opportunities and their own agency. The 11th grade AVID Elective course is the first part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. In addition to the academic focus of the AVID seminar, there are college-bound activities, methodologies, and tasks that should be undertaken during the junior year to support students when they apply to four-year universities and confirm their postsecondary plans.
35.06400 12	12th Grade AVID Elective Class Major Concepts/Content	An academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction that utilizes a rigorous college-preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities, and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their academic growth. Additionally, students engage in activities centered around exploring college and career opportunities and their own agency. The 12th grade AVID Elective course is the second part in a junior/senior seminar course that focuses on the writing and critical thinking expected of first- and second- year college students. Students will complete a final research essay project with research skills gained in their junior year in AVID. In addition to the academic focus of the AVID senior seminar, there are college- bound activities, methodologies, and tasks that should be achieved during the senior year that support students as they apply to four-year universities and confirm their postsecondary plans. All AVID seniors are required to develop and present a portfolio representing their years of work in the AVID program, as well as complete the requirements for the seminar course.

English Language Arts Course Options

Grade	Standard Pathway	Traditional Pathway	Accelerated Pathway	Support Pathway	Accelerated Career Diploma
6th	6th Grade ELA	6th Grade ELA	HONORS 6th Grade ELA	6th Grade ELA (with co-requisite course or embedded support as needed)	6th Grade ELA
7th	7th Grade ELA	7th Grade ELA	HONORS 7th Grade ELA	7th Grade ELA (with co-requisite course or embedded support as needed)	7th Grade ELA
8th	8th Grade ELA	8th Grade ELA	**Enhanced Literature & Composition I	8th Grade ELA (with co-requisite course or embedded support as needed)	8th Grade ELA
9th	*Literature & Composition I	*Literature & Composition I	*HONORS Literature & Composition II AP Seminar ELA AP Language & Composition	*Literature & Composition I (with co-requisite course, or embedded support as needed)	*Literature & Composition I
10th	*Literature & Composition II (EOC)	*Literature & Composition II (EOC)	Accelerated 3rd Core Course Options AP Seminar ELA AP Research AP Language & Composition AP English Literature & Composition	*Literature & Composition II (with co-requisite course, or embedded support as needed)	*Literature & Composition II
11th	Literature & Composition III	American Literature British Literature World Literature Advanced Composition Dramatic Writing	Accelerated 4th Core Course Options AP Seminar ELA AP Research AP Language & Composition AP English Literature & Composition IB English A Literature, Year One IB Theory of Knowledge ELA, Year One	3rd Core Course Options (with embedded support as needed)	TCSG Requirement
12th	Literature & Composition IV	American Literature British Literature World Literature Advanced Composition Dramatic Writing	Additional ELA Core Course Elective Course Dual Enrollment IB English A Literature, Year Two IB Theory of Knowledge ELA, Year Two	4th Core Course Options (with embedded support as needed)	TCSG Requirement

*Required for graduation

**Students enrolled in Enhanced Literature and Composition I will participate in the 8th grade End-of-Grade (EOG) Georgia Milestones. There is not an associated End-of-Course (EOC) for Literature and Composition I. Students who successfully complete the Enhanced Literature and Composition I course in Grade 8 will earn high school Literature and Composition I credit.

English Language Arts Course Descriptions

Course Number	Course Name	Course Description	Recommended Pre- requisite
23.0616012 23.0616022	*Literature & Composition I	Literature & Composition I is the first course (required) in the sequence of secondary English language arts courses required for graduation. This course develops the integrated skill set that comprises the English language arts discipline to ensure that students are on track to be college and work ready. Literature & Composition I focuses on the interpretation, evaluation, construction, and design of texts across genres and modes in a variety of real-world, academic, and disciplinary contexts while sustaining and building mastery of language applications and discipline-specific practices. This course must utilize the 9-12 standards and 9th grade expectations of Georgia's K-12 English Language Arts (ELA) Standards. *(Graduation Requirement)*	8th Grade Language Arts
23.0617012 23.0617022 Honors only used for 9th graders who took Enhanced Lit & Comp I in **8th grade** 23.0617013 23.0617023	*Literature & Composition II	Literature & Composition II is the second course (required) in the sequence of secondary English language arts courses required for graduation. This course develops the integrated skill set that comprises the English language arts discipline to ensure that students are on track to be college and work ready. Literature & Composition II focuses on the interpretation, evaluation, construction, and design of texts across genres and modes in a variety of real-world, academic, and disciplinary contexts while sustaining and building mastery of language applications and discipline-specific practices. This course must utilize the 9-12 standards and 10th grade expectations of Georgia's K-12 English Language Arts (ELA) Standards. *(Graduation Requirement)* **English Language Arts Equivalent Substitutions for Literature and Composition II** Advanced Placement (AP) Seminar Advanced Placement (AP) English Language/Composition	Enhanced Literature & Composition I OR Literature & Composition I
23.0618012 23.0618022	Literature & Composition III	Literature & Composition III is the third course in the standard pathway of secondary English language arts courses. This course develops the integrated skill set that comprises the English language arts discipline to ensure that students are on track to be college and workplace ready. Literature & Composition III provides a platform for the wide interpretation, evaluation, construction, and design of texts across genres and modes, with an emphasis on the application of these skills in a variety of real world, academic, and disciplinary contexts. This course must utilize the 9-12 standards and 11th grade expectations of Georgia's K-12 English Language Arts (ELA) Standards. Core/elective (c/e) course option	Literature & Composition II

23.0619012 23.0619022	Literature & Composition IV	Literature & Composition IV is the fourth course in the standard pathway of secondary English language arts course. This course develops and refines the integrated skill set that comprises the English language arts discipline to ensure that students are on track to be college and work ready, with an emphasis on the interpretation, analysis, evaluation, and application of real-world texts and communications across a wide variety of modes, genres, and disciplines. This course must utilize the 9-12 standards and 12th grade expectations of Georgia's K-12 English Language Arts (ELA) Standards. Core/elective (c/e) course option	Literature & Composition II
23.0630012 23.0630022	World Literature & Composition	World Literature & Composition provides a comprehensive survey of literary works from around the globe, spanning various cultures, modes, and genres from at least three literary periods. Students develop an understanding of chronological context and the relevance of period structures in literature within world cultures, with a focus on exploring the ways the work's place of origin affects its structure and how the chronology of a literary work affects its meaning, as well as commonalities and differences among works of literature from different times and places. Students routinely engage in the integrated and recursive literacy practices that ground, shape, and inform their interpretations and constructions of texts that apply their grammar conventions, vocabulary, context, structure and style, techniques, research and analysis, and periods and movements understandings. This course fosters an appreciation for the rich tapestry of global texts and their impact on literature and culture. This course utilizes the 9th-12th grade standards and the appropriate grade-level expectations in Georgia's K-12 English Language Arts (ELA) Standards. Core/elective (c/e) course option	Literature & Composition II OR AP Language & Composition OR AP Seminar
23.0510012 23.0510022	American Literature & Composition	American Literature & Composition focuses on the integrated study of American texts; students develop an understanding of texts from at least three literary periods, considering history's impact on the literature's text structures, themes, and stylistic features. Students routinely engage in the integrated and recursive literacy practices that ground, shape, and inform their interpretations and constructions of texts that apply their grammar conventions, vocabulary, context, structure and style, techniques, research and analysis, and periods and movements understandings. Students will examine how historical events have influenced American writers, and they will also consider how in turn the nation's literature has affected historical events and shaped public opinion. By the end of the course, students will have a deeper understanding of the interconnection between American history and literature, preparing them for future academic pursuits and fostering an appreciation for America's literary legacy. This course must utilize the 9-12 standards and appropriate grade-level expectations of Georgia's K-12 English Language Arts (ELA) Standards. Core/elective (c/e) course option	Literature & Composition II OR AP Language & Composition OR AP Seminar

23.0520012 23.0520022	British Literature & Composition	British Literature & Composition focuses on the integrated study of British texts; students develop an understanding of texts from at least three literary periods, considering history's impact on and analyzing the literature's text structures, themes, and stylistic features. Students routinely engage in the integrated and recursive literacy practices that ground, shape, and inform their interpretations and constructions of texts that apply their grammar conventions, vocabulary, context, structure and style, techniques, research and analysis, and periods and movements understandings. This course must utilize the 9-12 standards and appropriate grade-level expectations of Georgia's K-12 English Language Arts (ELA) Standards. Core/elective (c/e) course option.	Literature & Composition II OR AP Language & Composition OR AP Seminar
23.0340012 23.0340022	Advanced Composition	Advanced Composition focuses on the writing processes (e.g., planning, drafting, revising). Students will focus on analyzing and producing texts for a wide variety of intended purposes, target audiences, modes, and genres. Students will engage in research and explore multiple text structures (e.g., compare-contrast, process analysis, cause and effect, exemplification, classification, definition), literary devices, and craft techniques. Advanced language skills (grammar, usage, mechanics, and syntax) are a major component of this course. This course must utilize the 9-12 standards and appropriate grade-level expectations of Georgia's K-12 English Language Arts (ELA) Standards. Core/elective (c/e) course option	Literature & Composition II OR AP Language & Composition OR AP Seminar
23.0300012 23.0300022	Dramatic Writing	In Dramatic Writing students apply skills to culminate in creating and developing dramatic writing for theatrical media with special emphasis on film and television. Includes development of “writerly stance” by reading, viewing, and analyzing tests and visual media from a writer’s point of view, with focus on understanding the construction process and including the application of conventions of standard English grammar and usage. *Dramatic Writing, Fine Arts course number 52.0810012, 52.0810022 may be embedded to receive Theatre Arts Credit if the teacher is Micro Endorsed. Beginning in the **2025-26** school year, the State-Funded K-8 Subjects and Courses catalog guidance will continue to allow for the **course to satisfy one unit of credit**, meeting either the **third or fourth** English Language Arts credit requirement. Core/elective (c/e) course option **Teacher must be micro-endorsed**	Literature & Composition II OR AP Language & Composition OR AP Seminar
23.0430014 23.0430024	Advanced Placement (AP) Language & Composition	AP English Language and Composition is an introductory college- level composition course. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situation, claims and evidence, reasoning and organization, and style. Core/elective (c/e) course option **May substitute for Literature & Composition II**	Enhanced Literature & Composition I OR Literature & Composition I

		AP Disclaimer: Advanced Placement (AP) courses and their instructional frameworks and curriculum are solely owned and endorsed by the College Board. The contents of these courses have not been reviewed or approved by the Georgia Department of Education. As with any curriculum, school districts should use a process for reviewing, approving, and adopting AP courses and instructional frameworks that engage students, parents, educators, and community stakeholders. Curricula and training should abide by state and local policies, including House Bill 1084 – which requires that the curriculum of exempted AP courses be implemented in a professionally and academically appropriate manner and without espousing personal political beliefs. Specific guidelines and expectations for each course may be found at Course & Exam Pages – AP Central | College Board.	
23.0650014 23.0650024	Advanced Placement English Literature and Composition	AP English Literature and Composition is an introductory college- level literary analysis course. Students cultivate their understanding of literature through reading and analyzing texts as they explore concepts like character, setting, structure, perspective, figurative language, and literary analysis in the context of literary works. Core/elective (c/e) course option *AP Disclaimer: Advanced Placement (AP) courses and their instructional frameworks and curriculum are solely owned and endorsed by the College Board. The contents of these courses have not been reviewed or approved by the Georgia Department of Education. As with any curriculum, school districts should use a process for reviewing, approving, and adopting AP courses and instructional frameworks that engage students, parents, educators, and community stakeholders. Curricula and training should abide by state and local policies, including House Bill 1084 – which requires that the curriculum of exempted AP courses be implemented in a professionally and academically appropriate manner and without espousing personal political beliefs. Specific guidelines and expectations for each course may be found at Course & Exam Pages – AP Central | College Board.*	Literature & Composition II OR AP Language & Composition OR AP Seminar
23.0380014 23.0380024	Advanced Placement Seminar ELA	AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Students learn to investigate a problem or issue, analyze arguments, compare different perspectives, synthesize information from multiple sources, and work alone and in a group to communicate their ideas. Core/elective (c/e) course option **May substitute for Literature & Composition II** *Teacher must have completed APSI before teaching the course* *AP Disclaimer: Advanced Placement (AP) courses and their instructional frameworks and curriculum are solely owned and endorsed by the College Board. The contents of these courses have not been reviewed or approved by the Georgia Department of Education. As with any curriculum, school districts should use a process for reviewing, approving, and adopting AP courses and instructional frameworks that engage students, parents, educators, and community stakeholders. Curricula and training should abide by state and local policies, including House Bill 1084 – which requires that the curriculum of exempted AP courses be implemented in a professionally and academically appropriate manner and without espousing personal political beliefs. Specific guidelines and expectations for each course may be found at Course & Exam Pages – AP Central | College Board.*	Literature & Composition I
23.0370014 23.0370024	Advanced Placement Research	AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.	AP Seminar

		Core/elective (c/e) course option. **Teacher must have completed APSI before teaching the course* *AP Disclaimer: Advanced Placement (AP) courses and their instructional frameworks and curriculum are solely owned and endorsed by the College Board. The contents of these courses have not been reviewed or approved by the Georgia Department of Education. As with any curriculum, school districts should use a process for reviewing, approving, and adopting AP courses and instructional frameworks that engage students, parents, educators, and community stakeholders. Curricula and training should abide by state and local policies, including House Bill 1084 – which requires that the curriculum of exempted AP courses be implemented in a professionally and academically appropriate manner and without espousing personal political beliefs. Specific guidelines and expectations for each course may be found at Course & Exam Pages – AP Central | College Board.*	
23.0680015 23.0680025	IB English A Literature, Year One	International Baccalaureate English A Literature Year One (IB schools only) focuses on the thematic approach to world literature, research, oral and written composition including, but not limited to, major works of American literature and informational texts. The main emphasis is on the effect of history on American literature. Students write expository, analytical, and research-based essays. The students gain an understanding of the different genres of literature and writing. The students observe and listen critically and respond appropriately to written and oral communication. Conventions are essential for reading, writing, and speaking. Instruction in language conventions will, therefore, occur within the context of reading, writing, and speaking rather than in isolation. The students understand and acquire new vocabulary and use it correctly in reading, writing, and speaking *IB Disclaimer International Baccalaureate (IB) courses and their instructional frameworks and curriculum are solely owned and endorsed by the International Baccalaureate. The contents of these courses have not been reviewed or approved by the Georgia Department of Education. As with any curriculum, school districts should use a process for reviewing, approving, and adopting IB courses and instructional frameworks that engages students, parents, educators, and community stakeholders. Curricula and training should abide by state and local policies, including House Bill 1084 – which requires that the curriculum of exempted IB courses be implemented in a professionally and academically appropriate manner and without espousing personal political beliefs..*	Literature & Composition II OR AP Language & Composition OR AP Seminar
23.0690015 23.0690025	IB English A Literature, Year Two	International Baccalaureate English A Literature Year Two (IB schools only) focuses on a thematic approach to world literature and includes reading Latin American works in translation and works written in English from any country other than the United States. The course focuses on world literature by and about people of diverse ethnic backgrounds. Students explore themes of linguistic and cultural diversity by comparing, contrasting, analyzing, and critiquing writing styles and universal themes. The students write expository, argumentative, narrative, analytical, and response essays. A research component is critical. The students observe and listen critically and respond appropriately to written and oral communication. Conventions are essential for reading, writing, and speaking. Instruction in language conventions will, therefore, occur within the context of reading, writing, and speaking rather than in isolation. The students understand and acquire new vocabulary and use it correctly in reading, writing, and speaking. *IB Disclaimer International Baccalaureate (IB) courses and their instructional frameworks and curriculum are solely owned and endorsed by the International Baccalaureate. The contents of these courses have not been reviewed or approved by the Georgia Department of Education. As with any curriculum, school districts should use a process for reviewing, approving, and adopting IB courses and instructional frameworks that engages students, parents, educators, and community stakeholders. Curricula and training should abide by state and local policies, including House Bill 1084 – which requires that the curriculum of exempted IB courses be implemented in a professionally and academically appropriate manner and without espousing personal political beliefs.*	International Baccalaureate English A Literature, Year One

23.0390015 23.0390025	IB Theory of Knowledge ELA, Year One	Theory of Knowledge is a capstone course for the International Baccalaureate Diploma Program. In Theory of Knowledge (or TOK), students learn to compare, synthesize and evaluate the methods of learning acquired in their other IB classes. Students develop critical thinking skills comparing and contrasting Ways of Knowing (Sense Perception, Language, Emotion and Reason) and Areas of Knowledge (Human Sciences, Natural Sciences, Mathematics, The Arts, Ethics, and History). *IB Disclaimer International Baccalaureate (IB) courses and their instructional frameworks and curriculum are solely owned and endorsed by the International Baccalaureate. The contents of these courses have not been reviewed or approved by the Georgia Department of Education. As with any curriculum, school districts should use a process for reviewing, approving, and adopting IB courses and instructional frameworks that engages students, parents, educators, and community stakeholders. Curricula and training should abide by state and local policies, including House Bill 1084 – which requires that the curriculum of exempted IB courses be implemented in a professionally and academically appropriate manner and without espousing personal political beliefs.*	Literature & Composition II OR AP Language & Composition OR AP Seminar
23.0400015 23.0400025	IB Theory of Knowledge ELA, Year Two	Theory of Knowledge is a capstone course for the International Baccalaureate Diploma Program. In Theory of Knowledge (or TOK), students learn to compare, synthesize and evaluate the methods of learning acquired in their other IB classes. Students develop critical thinking skills comparing and contrasting Ways of Knowing (Sense Perception, Language, Emotion and Reason) and Areas of Knowledge (Human Sciences, Natural Sciences, Mathematics, The Arts, Ethics, and History). *IB Disclaimer International Baccalaureate (IB) courses and their instructional frameworks and curriculum are solely owned and endorsed by the International Baccalaureate. The contents of these courses have not been reviewed or approved by the Georgia Department of Education. As with any curriculum, school districts should use a process for reviewing, approving, and adopting IB courses and instructional frameworks that engages students, parents, educators, and community stakeholders. Curricula and training should abide by state and local policies, including House Bill 1084 – which requires that the curriculum of exempted IB courses be implemented in a professionally and academically appropriate manner and without espousing personal political beliefs.*	IB Theory of Knowledge ELA, Year One
23.0320012 23.0320022	Journalism I	Journalism I focuses on an introduction to journalistic writing through an analysis of a wide variety of texts, which may include newspapers, yearbooks, literary magazines, and broadcast journalism. A concentration on the following components of journalistic writing may include but is not limited to the interviewing process; evaluation of sources; media literacy; text modes and genres; the varied technologies of publication; and the grounding of text in purpose and audience. Students participate in news gathering, research, questioning, copy writing, revising, and editing, as well as the study of journalism ethics and laws. If a publication is produced, students will be exposed to the process of producing and managing a successful publication. This course must utilize the Georgia Standards of Excellence (GSE) Journalism Standards. Elective (e) course option	None
23.0330012 23.0330022	Journalism II	Journalism II offers an advanced study of journalistic writing. The skills gained in Journalism I are developed as students focus on a more intense analysis of print, digital, and broadcast journalism. This course requires more in-depth writing as related to a publication; students will be expected to gain more independence in the daily tasks of publication production. This course must utilize the Georgia Standards of Excellence (GSE) Journalism Standards. Elective (e) course option	None

23.0350012 23.0350022	Journalism III	Journalism III is an extension of Journalism I and II; students will enhance and hone the journalistic writing skills previously developed through in-depth coverage of complex topics. Students will focus on analyzing print, digital, and broadcast publications, and they will evaluate and apply skills appropriately and efficiently to various publication opportunities and activities, both in-school and out-of-school. Elective (e) course option	None
23.0360012 23.0360022	Journalism IV	Journalism IV is designed for students who have mastered the skills developed by Journalism III. Students will publish journalistic texts in a school-based publication, including but not limited to a school newspaper (print or digital), broadcast, yearbook, or literary magazine. The range of application opportunities will increase, and students are expected to manage all aspects of the publication process with the delivery of a final publication. This course must utilize the Georgia Standards of Excellence (GSE) Journalism Standards. Elective (e) course option	None
23.0460012 23.0460022	Speech/ Forensics I	Speech/Forensics I is a detailed study of forensic speaking, including but not limited to extemporaneous speaking, oration, literary interpretation, and debate. There is an emphasis on understanding various forensic speaking formats and the importance of applying analytical reasoning, research, and presentation/delivery skills. Critical thinking is a major component of this course. This course must utilize the 9-12 standards and appropriate grade-level expectations of Georgia's K-12 English Language Arts (ELA) Standards. Elective (e) course option	None
23.0470012 23.0470022	Speech/ Forensics II	Speech/Forensics II is an extension of Speech/Forensics I. This course provides a review of the first course's skills, but the emphasis is on the philosophical bases of both classical and contemporary rhetorical theory. This course must utilize the 9-12 standards and appropriate grade-level expectations of Georgia's K-12 English Language Arts (ELA) Standards. Elective (e) course option	None
23.0480012 23.0480022	Speech/ Forensics III	Speech/Forensics III builds on skills acquired in Speech/Forensics I and II. It provides an in-depth exploration of speech and debate techniques, focusing on public speaking, argumentation, and forensic analysis. Emphasis will be placed on understanding the context, author, audience, and purpose of each speech or debate topic, and students will engage in research and critical thinking to formulate sound arguments and understand and address counterarguments. Students will hone their speaking skills through practice and performance, preparing them for both academic and professional success. This course must utilize the 9-12 standards and appropriate grade-level expectations of Georgia's K-12 English Language Arts (ELA) Standards. Elective (e) course option	None

23.0490012 23.0490022	Speech/ Forensics IV	Speech/Forensics IV emphasizes learning to interpret and construct speeches and arguments with a nuanced understanding of the rhetorical strategies involved and opportunities to master advanced techniques in public speaking, argumentation, and forensic analysis. The course will build skills in effective communication and teamwork, tailored to different audiences. This course aims to equip students with the advanced skills and confidence necessary to excel, fostering an appreciation for the power of effective communication in various aspects of life. This course must utilize the 9-12 standards and appropriate grade-level expectations of Georgia's K-12 English Language Arts (ELA) Standards. Elective (e) course option	None
23.0750012 23.0750022	Support for Literature & Composition I	Support for Literature & Composition I is designed to reinforce and develop essential literary skills that will set students up for success in Literature & Composition I. Building skills in vocabulary development, word study, and comprehension and composition across a wide range of academic and real-life text modes of genres are emphasized in this course. This course may be taken as a corequisite. Elective (e) course option	None
23.0751012 23.0751022	Support for Literature & Composition II	Support for Literature & Composition II builds upon previously gained essential literacy skills to provide a foundation for student success in Literature & Composition II, as well as in later core high school English language arts courses. This course provides targeted opportunities for textual interpretation, source evaluation, and the composition of more complex academic and real-life texts. This course may be taken as a co-requisite. Elective (e) course option	None
23.0830012 23.0830022	Basic Reading & Writing I	Basic Reading/Writing I facilitates students' fundamental literacy skills development. This course will focus on building adolescent literacy practices, including the use of individualized interventions as appropriate. This course takes place in a language lab setting, including both drill and practice opportunities as well as repeated applications of the integrated grade-level skills in Georgia's K-12 English Language (ELA) Standards. This course may be taken as a co-requisite. Elective (e) course option	None

Mathematics Course Options

Grade	Accelerated Pathway (GADOE's Enhanced)	Standard Pathway	Support Pathway	Accelerated Career Diploma
6th	**HONORS** 6th Grade Mathematics	6th Grade Mathematics	6th Grade Mathematics (with co-requisite course or embedded support as needed)	6th Grade Mathematics
7th	**HONORS** 7th Grade Mathematics	7th Grade Mathematics	7th Grade Mathematics (with co-requisite course or embedded support as needed)	7th Grade Mathematics
8th	Enhanced Algebra: Concepts & Connections	8th Grade Mathematics	8th Grade Mathematics (with co-requisite course or embedded support as needed)	8th Grade Mathematics
9th	**HONORS** Geometry: Concepts & Connections	*Algebra: Concepts & Connections	*Algebra: Concepts & Connections (with co-requisite course, or embedded support as needed)	*Algebra: Concepts & Connections
10th	Enhanced Advanced Algebra & AP Precalculus: Concepts & Connections	*Geometry: Concepts & Connections	*Geometry: Concepts & Connections (with co-requisite course, or embedded support as needed)	*Geometry: Concepts & Connections
11th	AP Statistics **OR** AP Calculus **OR** IB Options **OR** Dual Enrollment	*Advanced Algebra: Concepts & Connections	*Advanced Algebra: Concepts & Connections (with co-requisite course, or embedded support as needed)	TCSG Requirement
12th	AP Statistics **OR** AP Calculus **OR** IB Options **OR** Dual Enrollment	Advanced Mathematical Decision Making **OR** Precalculus **OR** AP Precalculus **OR** Dual Enrollment	Advanced Mathematical Decision Making **OR** Precalculus **OR** AP Precalculus **OR** Dual Enrollment	TCSG Requirement

*Required for graduation

Note: Students can enroll in Dual Enrollment for mathematics after completion of Algebra Concepts and Connections, Geometry Concepts and Connections, and Advanced Algebra Concepts and Connections or Enhanced Advanced Algebra and Precalculus Concepts and Connections.

Math Course Descriptions

Course Number	Course Name	Course Description	Recommended Pre-requisite
27.0811012 27.0811022	Algebra: Concepts and Connections	*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. *(Graduation Requirement)*	8th grade Math
27.0812012 27.0812022	Co-Requisite Algebra Concepts and Connections	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.	8th grade Math
27.0821012 27.0821022	Geometry: Concepts and Connections	*This course is designed as the second course in a three-course series. This course enhances students' geometric, algebraic, graphical, and probabilistic reasoning skills. Students will apply their algebraic and geometric reasoning skills to make sense of problems involving geometry, trigonometry, algebra, probability, and statistics. Students will continue to enhance their analytical geometry and reasoning skills when analyzing and applying a deep understanding of polynomial expressions, proofs, constructions, rigid motions and transformations, similarity, congruence, circles, right triangle trigonometry, geometric measurement, and conditional probability. 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 *(Graduation Requirement)*	Algebra: Concepts and Connections
27.0822012 27.0822022	Co-Requisite Geometry: Concepts and Connections	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.	Algebra: Concepts and Connections
27.0831012 27.0831022	Advanced Algebra: Concepts and Connections	*Advanced Algebra: Concepts & Connections is the culminating course in a sequence of three high school courses designed to ensure career and college readiness. It is designed to prepare students for fourth course options relevant to their career pursuits. High school course content standards are listed by big ideas including Data and Statistical Reasoning, Probabilistic Reasoning,	Geometry: Concepts And Connections

		Functional and Graphical Reasoning, Patterning and Algebraic Reasoning, and Geometry Patterning and Spatial Reasoning. This course is designed as the third course in a three-course series. This course enhances students' geometric, algebraic, graphical, and probabilistic reasoning skills. Students will apply their algebraic and geometric reasoning skills to make sense of problems involving geometry, trigonometry, algebra, probability, and statistics. Students will continue to enhance their analytical geometry and reasoning skills when analyzing and applying a deep understanding of polynomial expressions, proofs, constructions, rigid motions and transformations, similarity, congruence, circles, right triangle trigonometry, geometric measurement, and conditional probability. *(Graduation Requirement)*	
27.0832012 27.0832022	Co-Requisite Advanced Algebra Support for Advanced Algebra: Concepts and Connections	This course is designed to be used as a co-requisite support course for Advanced Algebra: Concepts and Connections to support student learning in the core mathematics course. This course is awarded elective mathematics credit.	Geometry: Concepts And Connections
27.0931012 27.0931022	Enhanced Advanced Algebra and AP Precalculus: Concepts and Connections	Enhanced Advanced Algebra and AP Precalculus: Concepts and Connections. Students will be provided the opportunity to develop a deep understanding of concepts in Algebra that are critical to the study of Calculus as well as an understanding of trigonometry and its applications. 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.	Geometry: Concepts And Connection
27.0841012 27.0841022	Precalculus	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	Advanced Algebra: Concepts and Connections

		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.	
27.0741014 27.0741024	AP Precalculus	AP Precalculus prepares students for other college-level mathematics and science courses. The framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. Students study each function type through their graphical, numerical, verbal, and analytical representations and their applications in a variety of contexts. Furthermore, students apply their understanding of functions by constructing and validating appropriate function models for scenarios, sets of conditions, and data sets, thereby gaining a deeper understanding of the nature and behavior of each function type. *AP Disclaimer: Advanced Placement (AP) courses and their instructional frameworks and curriculum are solely owned and endorsed by the College Board. The contents of these courses have not been reviewed or approved by the Georgia Department of Education. As with any curriculum, school districts should use a process for reviewing, approving, and adopting AP courses and instructional frameworks that engage students, parents, educators, and community stakeholders. Curricula and training should abide by state and local policies, including House Bill 1084 – which requires that the curriculum of exempted AP courses be implemented in a professionally and academically appropriate manner and without espousing personal political beliefs. Specific guidelines and expectations for each course may be found at Course & Exam Pages – AP Central | College Board.*	Advanced Algebra: Concepts and Connections
27.0780012 27.0780022	Calculus	Calculus is a fourth-year math option for students who have completed Precalculus. 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.	Precalculus **OR** Enhanced Advanced Algebra and AP Precalculus Concepts & Connections
27.0850012 27.0850022	Advanced Mathematical Decision Making	Advanced Mathematics Decision Making is a fourth mathematics course designed to ensure career and college readiness. 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.	Advanced Algebra: Concepts and Connections

27.0720014 (AB) 27.0720024 (AB) 27.0730014 (BC) 27.0730024 (BC)	AP Calculus	AP Calculus is a fourth mathematics college equivalency course with a focus on students' understanding of calculus concepts and provide experience with methods and applications. Using big ideas of calculus (e.g., modeling change, approximation and limits, and analysis of functions), each course becomes a cohesive whole, rather than a collection of unrelated topics. Both courses require students to use definitions and theorems to build arguments and justify conclusions. The courses feature a multi-representational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems. A sustained emphasis on clear communication of methods, reasoning, justifications, and conclusions is essential. Teachers and students should regularly use technology to reinforce relationships among functions, to confirm written work, to implement experimentation, and to assist in interpreting results. *AP Disclaimer: Advanced Placement (AP) courses and their instructional frameworks and curriculum are solely owned and endorsed by the College Board. The contents of these courses have not been reviewed or approved by the Georgia Department of Education. As with any curriculum, school districts should use a process for reviewing, approving, and adopting AP courses and instructional frameworks that engage students, parents, educators, and community stakeholders. Curricula and training should abide by state and local policies, including House Bill 1084 – which requires that the curriculum of exempted AP courses be implemented in a professionally and academically appropriate manner and without espousing personal political beliefs. Specific guidelines and expectations for each course may be found at Course & Exam Pages – AP Central | College Board.*	AP Precalculus **OR** Enhanced Advanced Algebra and AP Precalculus Concepts & Connections
27.0740014 27.0740024	AP Statistics	The AP Statistics is a fourth mathematics college equivalency course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the AP Statistics course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. *AP Disclaimer: Advanced Placement (AP) courses and their instructional frameworks and curriculum are solely owned and endorsed by the College Board. The contents of these courses have not been reviewed or approved by the Georgia Department of Education. As with any curriculum, school districts should use a process for reviewing, approving, and adopting AP courses and instructional frameworks that engage students, parents, educators, and community stakeholders. Curricula and training should abide by state and local policies, including House Bill 1084 – which requires that the curriculum of exempted AP courses be implemented in a professionally and academically appropriate manner and without espousing personal political beliefs. Specific guidelines and expectations for each course may be found at Course & Exam Pages – AP Central | College Board.*	Enhanced Advanced Algebra and AP Precalculus Concepts & Connections OR AP Precalculus
27.0531085 (YR 1 - SL) 27.0532085 (YR 2 - SL) 27.0533085 (YR 1 - HL) 27.0534085 (YR 2 - HL)	IB Analysis &Approaches	The IB Analysis & Approaches is a rigorous pre-university third and fourth course option. The focus is on developing important mathematical concepts in a comprehensible, coherent and rigorous way, achieved by a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve abstract problems as well as those set in a variety of meaningful contexts. There are six themes evident in the content, skills, and assessment in the IB Analysis & Approaches course: number and algebra, functions, geometry and trigonometry, statistics and probability, calculus, and problem solving. *IB Disclaimer International Baccalaureate (IB) courses and their instructional frameworks and curriculum are solely owned and endorsed by the International Baccalaureate. The contents of these courses have not been reviewed or approved by the Georgia Department of Education. As with any curriculum, school districts should use a process for reviewing, approving, and adopting IB courses and instructional frameworks that engages students, parents, educators, and community stakeholders. Curricula and training should abide by state and local policies, including House Bill*	Advanced Algebra Concepts & Connections

		1084 – which requires that the curriculum of exempted IB courses be implemented in a professionally and academically appropriate manner and without espousing personal political beliefs.	
27.0531085 (YR 1 - SL) 27.0532085 (YR 2 - SL) 27.0533085 (YR 1 - HL) 27.0534085 (YR 2 - HL)	IB Analysis &Approaches	The IB Analysis & Approaches is a rigorous pre-university third and fourth course option. The focus is on developing important mathematical concepts in a comprehensible, coherent and rigorous way, achieved by a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve abstract problems as well as those set in a variety of meaningful contexts. There are six themes evident in the content, skills, and assessment in the IB Analysis & Approaches course: number and algebra, functions, geometry and trigonometry, statistics and probability, calculus, and problem solving. *IB Disclaimer International Baccalaureate (IB) courses and their instructional frameworks and curriculum are solely owned and endorsed by the International Baccalaureate. The contents of these courses have not been reviewed or approved by the Georgia Department of Education. As with any curriculum, school districts should use a process for reviewing, approving, and adopting IB courses and instructional frameworks that engages students, parents, educators, and community stakeholders. Curricula and training should abide by state and local policies, including House Bill 1084 – which requires that the curriculum of exempted IB courses be implemented in a professionally and academically appropriate manner and without espousing personal political beliefs.*	Advanced Algebra Concepts & Connections
27.0535085 (YR 1 - SL) 27.0536085 (YR 2 - SL) 27.0537085 (YR 1 - HL) 27.0538085 (YR 2 - HL)	IB Applications & Interpretation	The IB Applications & Interpretation is a rigorous pre-university third and fourth course option. The focus is on developing important mathematical concepts in a comprehensible, coherent and rigorous way, achieved by a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve abstract problems as well as those set in a variety of meaningful contexts. There are five themes evident in the content, skills, and assessment in the IB Applications & Interpretation course: number and algebra, functions, geometry and trigonometry, statistics and probability, and calculus. *IB Disclaimer International Baccalaureate (IB) courses and their instructional frameworks and curriculum are solely owned and endorsed by the International Baccalaureate. The contents of these courses have not been reviewed or approved by the Georgia Department of Education. As with any curriculum, school districts should use a process for reviewing, approving, and adopting IB courses and instructional frameworks that engages students, parents, educators, and community stakeholders. Curricula and training should abide by state and local policies, including House Bill 1084 – which requires that the curriculum of exempted IB courses be implemented in a professionally and academically appropriate manner and without espousing personal political beliefs.*	Advanced Algebra Concepts & Connections

*Required for graduation

Science Course Options

Grade	Standard Pathway	Accelerated Pathway	Accelerated Career Diploma
6th	6th Grade Science	**HONORS** 6th Grade Science	6th Grade Science
7th	7th Grade Science	**HONORS** 7th Grade Science	7th Grade Science
8th	8th Grade Science	*Physical Science	8th Grade Science
9th	Environmental Science	**HONORS** Biology	Physical Science or Environmental Science
10th	*Biology	**HONORS** Chemistry	*Biology
11th	*Physical Science **OR** Physics	*Physics or AP Physics **OR** Forensics **OR** AP Biology **OR** AP Environmental Science **OR** AP Chemistry **OR** Dual Enrollment Option **OR** IB Options	TCSG Requirement
12th	Chemistry **OR** Human Anatomy & Physiology **OR** Earth Systems **OR** Forensic Science **OR** Scientific Research 1 **OR** Dual Enrollment Option	Human Anatomy & Physiology **OR** Forensic Science **OR** Scientific Research 1 **OR** AP Biology **OR** AP Environmental Science Physics or AP Physics **OR** AP Chemistry **OR** Dual Enrollment Option OR IB Options	TCSG Requirement

*Required for graduation

Science Course Descriptions

Course Number	Course Name	Course Description	Recommended Pre-requisite
26.0120012 26.0120022	*Biology	*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. *(Graduation Requirement)*	None
40.0110012 40.0110022	*Physical Science	*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. *(Graduation Requirement or Physics)*	None
26.0611012 26.0611022	Environmental Science	The Environmental Science curriculum is designed to extend student investigations that began in grades K-8. This curriculum is extensively performance, lab and field based. It integrates the study of many components of our environment, including the human impact on our planet. Instruction should focus on student data collection and analysis. Some concepts are global; in those cases, interpretation of global data sets from scientific sources is strongly recommended.	None
40.0510012 40.0510022	Chemistry	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	Biology and Algebra: Concepts and Connections

40.0810012 40.0810022	*Physics	*The Physics curriculum is designed to continue student investigations of the physical sciences that began in grades K -8 and provide students the necessary skills to be proficient in physics. This curriculum includes more abstract concepts such as interactions of matter and energy, velocity, acceleration, force, energy, momentum, and charge. This course introduces the students to the study of the correction to Newtonian physics given by quantum mechanics and relativity. Students investigate physics concepts through experience in laboratories and field work using the processes of inquiry. *(Graduation Requirement or Physical Science)*	Advanced Algebra: Concepts and Connections (or concurrently with the course)
26.0730012 26.0730022	Human Anatomy and Physiology	The human anatomy and physiology curriculum is designed to continue student investigations that began in grades K-8 and high school biology. This curriculum is extensively performance and laboratory based. It integrates the study of the structures and functions of the human body, however rather than focusing on distinct anatomical and physiological systems (respiratory, nervous, etc.) instruction should focus on the essential requirements for life. 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.	Biology
40.0930012 40.0930022	Forensic Science	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	Biology and Chemistry
40.0640012 40.0640022	Earth Systems	Earth Systems is a yearlong course that is designed to continue investigations that began in K-8 Earth Science and Life Science. Students will discover the connections among the Earth's systems throughout Earth's history. These systems – the atmosphere, hydrosphere, geosphere, and biosphere – interact through time to produce the Earth's landscapes, ecology, and resources. This course develops explanations of phenomena fundamental to the sciences of geology and physical geography including the early history of the Earth, plate tectonics, landform 47 evolution, weather and climate, and the Earth's geologic record.	None

26.0140014 26.0140024	AP Biology	This course is designed to be the equivalent of a two -semester college introductory biology course usually taken by biology majors during their first year. The AP Biology course is designed to be taken by students after the successful completion of a first course in high school biology and in high school chemistry. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. The topics covered on the course are molecules and cells, heredity and evolution, and organisms and populations. *AP Disclaimer: Advanced Placement (AP) courses and their instructional frameworks and curriculum are solely owned and endorsed by the College Board. The contents of these courses have not been reviewed or approved by the Georgia Department of Education. As with any curriculum, school districts should use a process for reviewing, approving, and adopting AP courses and instructional frameworks that engage students, parents, educators, and community stakeholders. Curricula and training should abide by state and local policies, including House Bill 1084 – which requires that the curriculum of exempted AP courses be implemented in a professionally and academically appropriate manner and without espousing personal political beliefs. Specific guidelines and expectations for each course may be found at Course & Exam Pages – AP Central | College Board.*	Biology and Chemistry
26.0620014 26.0620024	AP Environmental Science	AP Environmental Science is designed to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. The following themes provide a foundation for the structure of the AP Environmental Science course: (1) Science is a process, (2) Energy conversions underlie all ecological processes, (3) The Earth itself is one interconnected system, (4) Humans alter natural systems, (5) Environmental problems have a cultural and social context, and (6) Human survival depends on developing practices that will achieve sustainable systems. *AP Disclaimer: Advanced Placement (AP) courses and their instructional frameworks and curriculum are solely owned and endorsed by the College Board. The contents of these courses have not been reviewed or approved by the Georgia Department of Education. As with any curriculum, school districts should use a process for reviewing, approving, and adopting AP courses and instructional frameworks that engage students, parents, educators, and community stakeholders. Curricula and training should abide by state and local policies, including House Bill 1084 – which requires that the curriculum of exempted AP courses be implemented in a professionally and academically appropriate manner and without espousing personal political beliefs. Specific guidelines and expectations for each course may be found at Course & Exam Pages – AP Central | College Board.*	Biology and Chemistry

40.0530014 40.0530024	AP Chemistry	This course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Students should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. AP chemistry students should study topics related to the structure and states of matter (atomic theory, atomic structure, chemical bonding, nuclear chemistry, gases laws, kinetic molecular theory, liquids and solids and solutions), chemical reactions (reaction types, stoichiometry, equilibrium, kinetics, and thermodynamics), and descriptive chemistry (chemical reactivity, products of chemical reactions, relationships in the periodic table, and organic chemistry). *AP Disclaimer: Advanced Placement (AP) courses and their instructional frameworks and curriculum are solely owned and endorsed by the College Board. The contents of these courses have not been reviewed or approved by the Georgia Department of Education. As with any curriculum, school districts should use a process for reviewing, approving, and adopting AP courses and instructional frameworks that engage students, parents, educators, and community stakeholders. Curricula and training should abide by state and local policies, including House Bill 1084 – which requires that the curriculum of exempted AP courses be implemented in a professionally and academically appropriate manner and without espousing personal political beliefs. Specific guidelines and expectations for each course may be found at Course & Exam Pages – AP Central | College Board.*	Biology and Chemistry
40.0831014 40.0831024	AP Physics 1	AP Physics I is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, student will develop scientific critical thinking and reasoning skills. *AP Disclaimer: Advanced Placement (AP) courses and their instructional frameworks and curriculum are solely owned and endorsed by the College Board. The contents of these courses have not been reviewed or approved by the Georgia Department of Education. As with any curriculum, school districts should use a process for reviewing, approving, and adopting AP courses and instructional frameworks that engage students, parents, educators, and community stakeholders. Curricula and training should abide by state and local policies, including House Bill 1084 – which requires that the curriculum of exempted AP courses be implemented in a professionally and academically appropriate manner and without espousing personal political beliefs. Specific guidelines and expectations for each course may be found at Course & Exam Pages – AP Central | College Board.*	Biology and Chemistry **AND** Algebra: Concepts and Connections **AND** Advanced Algebra: Concepts and Connections
26.0180015 26.0180025	IB Biology, Year 1	Major topics for the first year of this course include statistical analysis, cells, the chemistry of life, nucleic acids and proteins, cellular respiration, photosynthesis, genetics and biotechnology. Students will construct, analyze, and evaluate hypotheses (including research questions and predictions), scientific methods (including techniques and procedures), and scientific explanations of the biological world. *IB Disclaimer International Baccalaureate (IB) courses and their instructional frameworks and curriculum are solely owned and endorsed by the International Baccalaureate. The contents of these courses have not been reviewed or approved by the Georgia Department of Education. As with any curriculum, school districts should use a process for reviewing, approving, and adopting IB courses and instructional frameworks that engages students, parents, educators, and community stakeholders. Curricula and training should abide by state and local policies, including House Bill 1084 – which requires that the curriculum of exempted IB courses be implemented in a professionally and academically appropriate manner and without espousing personal political beliefs.*	Successful completion of all MYP Science Courses in 9th and 10th grade

26.0190015 26.0190025	IB Biology, Year 2	Major topics for year two include plant science, ecology (including options and accompanying objectives) evolution (including options and accompanying objectives), and human health and physiology. Students will continue to construct, analyze, and evaluate hypotheses (including research questions and predictions), scientific methods (including techniques and procedures), and scientific explanations of the biological world. *IB Disclaimer International Baccalaureate (IB) courses and their instructional frameworks and curriculum are solely owned and endorsed by the International Baccalaureate. The contents of these courses have not been reviewed or approved by the Georgia Department of Education. As with any curriculum, school districts should use a process for reviewing, approving, and adopting IB courses and instructional frameworks that engages students, parents, educators, and community stakeholders. Curricula and training should abide by state and local policies, including House Bill 1084 – which requires that the curriculum of exempted IB courses be implemented in a professionally and academically appropriate manner and without espousing personal political beliefs.*	IB Biology, Year 1
26.0630015 26.0630025	IB Environmental Systems Year 1 This is an IB Elective	The course provides students with a coherent perspective on the environment that is essentially scientific, and above all enables them to adopt an informed and responsible stance on the wide range of environmental issues they will inevitably come to face. Students are required to study four broad topics; systems and models, ecosystems, global cycles and physical systems, and human population and carrying capacity. *IB Disclaimer International Baccalaureate (IB) courses and their instructional frameworks and curriculum are solely owned and endorsed by the International Baccalaureate. The contents of these courses have not been reviewed or approved by the Georgia Department of Education. As with any curriculum, school districts should use a process for reviewing, approving, and adopting IB courses and instructional frameworks that engages students, parents, educators, and community stakeholders. Curricula and training should abide by state and local policies, including House Bill 1084 – which requires that the curriculum of exempted IB courses be implemented in a professionally and academically appropriate manner and without espousing personal political beliefs.*	Successful completion of all MYP Science Courses in 9th and 10th grade
26.0631015 26.0631025	IB Environmental Systems Year 2 This is an IB Elective	Through studying environmental systems and societies (ES&S) students will be provided with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face. *IB Disclaimer International Baccalaureate (IB) courses and their instructional frameworks and curriculum are solely owned and endorsed by the International Baccalaureate. The contents of these courses have not been reviewed or approved by the Georgia Department of Education. As with any curriculum, school districts should use a process for reviewing, approving, and adopting IB courses and instructional frameworks that engages students, parents, educators, and community stakeholders. Curricula and training should abide by state and local policies, including House Bill 1084 – which requires that the curriculum of exempted IB courses be implemented in a professionally and academically appropriate manner and without espousing personal political beliefs.*	IB Environmental Systems and Societies, Year 1

40.0713015 40.0713025	IB Theory of Knowledge Physical Science, Year One	Theory of Knowledge is a capstone course for the International Baccalaureate Diploma Program. In Theory of Knowledge (or TOK), students learn to compare, synthesize and evaluate the methods of learning acquired in their other IB classes. Students develop critical thinking skills comparing and contrasting Ways of Knowing (Sense Perception, Language, Emotion and Reason) and Areas of Knowledge (Human Sciences, Natural Sciences, Mathematics, The Arts, Ethics, and History). *IB Disclaimer International Baccalaureate (IB) courses and their instructional frameworks and curriculum are solely owned and endorsed by the International Baccalaureate. The contents of these courses have not been reviewed or approved by the Georgia Department of Education. As with any curriculum, school districts should use a process for reviewing, approving, and adopting IB courses and instructional frameworks that engages students, parents, educators, and community stakeholders. Curricula and training should abide by state and local policies, including House Bill 1084 – which requires that the curriculum of exempted IB courses be implemented in a professionally and academically appropriate manner and without espousing personal political beliefs.*	None
40.0714015 40.0714025	IB Theory of Knowledge Physical Science, Year Two	Theory of Knowledge is a capstone course for the International Baccalaureate Diploma Program. In Theory of Knowledge (or TOK), students learn to compare, synthesize and evaluate the methods of learning acquired in their other IB classes. Students develop critical thinking skills comparing and contrasting Ways of Knowing (Sense Perception, Language, Emotion and Reason) and Areas of Knowledge (Human Sciences, Natural Sciences, Mathematics, The Arts, Ethics, and History). *IB Disclaimer International Baccalaureate (IB) courses and their instructional frameworks and curriculum are solely owned and endorsed by the International Baccalaureate. The contents of these courses have not been reviewed or approved by the Georgia Department of Education. As with any curriculum, school districts should use a process for reviewing, approving, and adopting IB courses and instructional frameworks that engages students, parents, educators, and community stakeholders. Curricula and training should abide by state and local policies, including House Bill 1084 – which requires that the curriculum of exempted IB courses be implemented in a professionally and academically appropriate manner and without espousing personal political beliefs.*	TOK Year 1
40.0850015 40.0850025	IB Physics, Year One	This course is designed to introduce students to the laws of physics, the experimental skill required in physics, and the social and historical aspects of physics as an evolving body of human knowledge about nature. Students will study six topics: physical measurement, mechanics, thermal physics, waves, electricity and magnetism, and atomic and nuclear physics. *IB Disclaimer International Baccalaureate (IB) courses and their instructional frameworks and curriculum are solely owned and endorsed by the International Baccalaureate. The contents of these courses have not been reviewed or approved by the Georgia Department of Education. As with any curriculum, school districts should use a process for reviewing, approving, and adopting IB courses and instructional frameworks that engages students, parents, educators, and community stakeholders. Curricula and training should abide by state and local policies, including House Bill 1084 – which requires that the curriculum of exempted IB courses be implemented in a professionally and academically appropriate manner and without espousing personal political beliefs.*	Successful completion of all MYP Science Courses in 9th and 10th grade

40.0860015 40.0860025	IB Physics, Year Two	This course is the continuation of IB Physics, Year 1. The curriculum during the second year of the course includes topics in electricity and magnetism, waves, optics, thermodynamics, and nuclear physics. The laboratory skills mastered during the first year of the course are used to complete the Internal Assessment IB requirements (documented laboratory experiments). *IB Disclaimer International Baccalaureate (IB) courses and their instructional frameworks and curriculum are solely owned and endorsed by the International Baccalaureate. The contents of these courses have not been reviewed or approved by the Georgia Department of Education. As with any curriculum, school districts should use a process for reviewing, approving, and adopting IB courses and instructional frameworks that engages students, parents, educators, and community stakeholders. Curricula and training should abide by state and local policies, including House Bill 1084 – which requires that the curriculum of exempted IB courses be implemented in a professionally and academically appropriate manner and without espousing personal political beliefs.*	IB Physics, Year 1
40.0921012 40.0921022	Scientific Research I	Students taking the Scientific Research I course will develop projects that are mostly suggested or required by their teacher. It is expected that the 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.	Instructor Approval

Social Studies Course Options

Grade	Traditional Pathway	Accelerated Pathway (Honors)	Accelerated Career Diploma
6th	6th Grade Social Studies	**HONORS** 6th Grade Social Studies	6th Grade Social Studies
7th	7th Grade Social Studies	**HONORS** 7th Grade Social Studies	7th Grade Social Studies
8th	8th Grade Social Studies	**HONORS** 8th Grade Social Studies	8th Grade Social Studies
9th	*American Government (semester course) **AND** World Geography (semester course)	***HONORS** American Government (semester course) **AND** **Additional Semester Elective**	*American Government (semester course) **AND** *Personal Finance & Economics (semester course)
10th	*World History	*AP World History	*United States History
11th	*United States History (EOC)	*+AP United States History	TCSG Requirement
12th	*Personal Finance & Economics (semester course) *If scheduling permits add semester course*	*Personal Finance & Economics (semester course) *If scheduling permits add AP course*	TCSG Requirement

*Required for graduation

Course Descriptions - Social Studies

Course Number	Course Name	Course Description	Recommended Pre-requisite
45.0570002	American Government/ Civics	*American Government/Civics provides students with a background in the philosophy, functions, and structure of the United States government. Students examine the philosophical foundations of the United States government and how that philosophy developed. Students also examine the structure and function of the United States government and its relationship to states and citizens. *(Graduation Requirement)*	NONE
45.0610002	Personal Finance and Economics	*Economics is the study of how individuals, businesses, and governments make decisions about the allocation of scarce resources. The economics course provides students with a basic foundation in the field of economics. The course has five sections: fundamental concepts, microeconomics, macroeconomics, international economics, and personal finance. In each area, students are introduced to major concepts and themes concerning that aspect of economics. *(Graduation Requirement)*	NONE
45.0670000	Personal Financial Literacy	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. The elements of the course are aligned with current technology and laws - both of which can change rapidly - so instructors should verify any information they feel may be outdated. The standards and elements can be taught in any sequence.	NONE
45.0810012 45.0810022	United States History	*United States History provides students with a survey of major events and themes in United States history. The course begins with English settlement and concludes with significant developments in the early 21st Century. *(Graduation Requirement)*	NONE
45.0830012 45.0830022	World History	*World History provides students with a comprehensive, intensive study of major events and themes in world history. Students begin with a study of the earliest civilizations worldwide and continue to examine major developments and themes in all regions of the world. The course culminates in a study of change and continuity and globalization at the beginning of the 21st century. *(Graduation Requirement)*	NONE
45.0711002	World Geography	World Geography investigates regions of the world and how these regions influence the historical, economic, political and cultural development in an interdependent world. Includes geographic concepts, physical phenomena and the relationship of people to their environment. Includes environmental issues and decision-making skills. Covers regions, location (position on earth's surface), place (physical and human	NONE

		characteristics), relationships within places and movement (human interaction on the earth).	
45.0150002	Psychology	Psychology is based upon the scientific study of behavior and mental processes. It is a unique science that often necessitates the use of special measurements and research methods. The course has four sections: psychological foundations and research, biological foundations, change in behavior and cognition, and variability of behavior among individuals and groups.	NONE
45.0310002	Sociology	Sociology is an introductory study in sociology, the study of social behavior and the organization of human society. Students will learn about the historical development of the field of sociology and the procedures for conducting research in sociology. Students will also learn the importance and role of culture, social structure, socialization, and social change in today's society.	NONE
45.0120002	Current Issues	Current Issues analyzes current issues and influences that are related to these issues and examines how decisions are made concerning those issues. It integrates and reinforces social studies skills.	NONE
45.0160014 45.0160024	AP Psychology	AP Psychology conforms to College Board topics for the Advanced Placement Introductory Psychology Examination. Covers methods, approaches and the history of psychology as a science, biological bases of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, developmental psychology, personality, testing and individual differences, abnormal psychology, treatment of psychological disorders and social psychology. *AP Disclaimer: Advanced Placement (AP) courses and their instructional frameworks and curriculum are solely owned and endorsed by the College Board. The contents of these courses have not been reviewed or approved by the Georgia Department of Education. As with any curriculum, school districts should use a process for reviewing, approving, and adopting AP courses and instructional frameworks that engage students, parents, educators, and community stakeholders. Curricula and training should abide by state and local policies, including House Bill 1084 – which requires that the curriculum of exempted AP courses be implemented in a professionally and academically appropriate manner and without espousing personal political beliefs. Specific guidelines and expectations for each course may be found at Course & Exam Pages – AP Central | College Board.*	NONE
45.0770014 45.0770024	AP Human Geography	AP Human Geography is equivalent to an introductory college-level course in human geography. The course introduces 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 socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012). *AP Disclaimer: Advanced Placement (AP) courses and their instructional frameworks and curriculum are solely owned and endorsed by the College Board. The contents of these courses have not been reviewed or approved by the Georgia Department of Education. As with any curriculum, school districts should use a process for reviewing, approving, and adopting AP courses and instructional frameworks that engage students, parents, educators, and community stakeholders. Curricula and training should abide by state and local policies, including House Bill 1084 – which requires that the curriculum of exempted AP courses be implemented in a professionally and academically appropriate manner and without espousing personal political beliefs. Specific guidelines and expectations for each course may be found at Course & Exam Pages – AP Central | College Board.*	NONE

45.0820014 45.0820024	AP United States History	AP United States History conforms to the College board topics for Advanced placement US History. Covers discovery and settlement, Colonial Society and the American Revolution, Constitution and the new Republic, Age of Jefferson, Nationalism, Sectionalism, Territorial Expansion, Civil War, reconstruction, Industrialization, Progressive Era, World War I, Depression. *AP Disclaimer: Advanced Placement (AP) courses and their instructional frameworks and curriculum are solely owned and endorsed by the College Board. The contents of these courses have not been reviewed or approved by the Georgia Department of Education. As with any curriculum, school districts should use a process for reviewing, approving, and adopting AP courses and instructional frameworks that engage students, parents, educators, and community stakeholders. Curricula and training should abide by state and local policies, including House Bill 1084 – which requires that the curriculum of exempted AP courses be implemented in a professionally and academically appropriate manner and without espousing personal political beliefs. Specific guidelines and expectations for each course may be found at Course & Exam Pages – AP Central | College Board.*	NONE
45.0896014 45.0896024	AP African American Studies	AP African American Studies conforms to College Board topics for Advanced Placement African American Studies. It is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with rich and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. *AP Disclaimer: Advanced Placement (AP) courses and their instructional frameworks and curriculum are solely owned and endorsed by the College Board. The contents of these courses have not been reviewed or approved by the Georgia Department of Education. As with any curriculum, school districts should use a process for reviewing, approving, and adopting AP courses and instructional frameworks that engage students, parents, educators, and community stakeholders. Curricula and training should abide by state and local policies, including House Bill 1084 – which requires that the curriculum of exempted AP courses be implemented in a professionally and academically appropriate manner and without espousing personal political beliefs. Specific guidelines and expectations for each course may be found at Course & Exam Pages – AP Central | College Board.*	NONE
45.0811014 45.0811024	AP World History	AP World History conforms to the College Board topics for Advanced Placement World History. Includes study of cultural, political, social and economic history. Stresses research and writing skills. *AP Disclaimer: Advanced Placement (AP) courses and their instructional frameworks and curriculum are solely owned and endorsed by the College Board. The contents of these courses have not been reviewed or approved by the Georgia Department of Education. As with any curriculum, school districts should use a process for reviewing, approving, and adopting AP courses and instructional frameworks that engage students, parents, educators, and community stakeholders. Curricula and training should abide by state and local policies, including House Bill 1084 – which requires that the curriculum of exempted AP courses be implemented in a professionally and academically appropriate manner and without espousing personal political beliefs. Specific guidelines and expectations for each course may be found at Course & Exam Pages – AP Central | College Board.*	NONE
45.0520014 45.0520024	AP Government/ Politics: United States	AP Government /Politics: United States conforms to College Board topics for the Advanced Placement United States Government and Politics Examination. Covers federalism, separation of powers, influences on the formulation and adoption of the Constitution, political beliefs, political parties and elections, interest groups, institutions and policy processes and civil liberties and civil rights. (may substitute for 45.05700) *AP Disclaimer: Advanced Placement (AP) courses and their instructional frameworks and curriculum are solely owned and endorsed by the College Board. The contents of these courses have not been reviewed or approved by the Georgia Department of Education. As with any curriculum, school districts should use a process for reviewing, approving, and adopting AP courses and instructional frameworks that engage students, parents, educators, and community stakeholders. Curricula and training should abide by state and local policies, including House Bill 1084 – which requires that the curriculum of exempted AP courses be implemented in a professionally and academically appropriate manner and without espousing personal political beliefs. Specific guidelines and expectations for each course may be found at Course & Exam Pages – AP Central | College Board.*	NONE

45.0620014	AP Macroeconomics	AP Macroeconomics conforms to College Board topics for the Advanced Placement Macroeconomics Examination. Covers basic economics concepts measurement of economic performance, national income and price determination and international economics and growth. *AP Disclaimer: Advanced Placement (AP) courses and their instructional frameworks and curriculum are solely owned and endorsed by the College Board. The contents of these courses have not been reviewed or approved by the Georgia Department of Education. As with any curriculum, school districts should use a process for reviewing, approving, and adopting AP courses and instructional frameworks that engage students, parents, educators, and community stakeholders. Curricula and training should abide by state and local policies, including House Bill 1084 – which requires that the curriculum of exempted AP courses be implemented in a professionally and academically appropriate manner and without espousing personal political beliefs. Specific guidelines and expectations for each course may be found at Course & Exam Pages – AP Central | College Board.*	NONE
45.0630024	AP Microeconomics	AP Microeconomics conforms to College Board topics for the Advanced Placement Microeconomics Examination. Covers basic economics concepts the nature and functions of product markets, factor markets and efficiency, equity and the role of government. *AP Disclaimer: Advanced Placement (AP) courses and their instructional frameworks and curriculum are solely owned and endorsed by the College Board. The contents of these courses have not been reviewed or approved by the Georgia Department of Education. As with any curriculum, school districts should use a process for reviewing, approving, and adopting AP courses and instructional frameworks that engage students, parents, educators, and community stakeholders. Curricula and training should abide by state and local policies, including House Bill 1084 – which requires that the curriculum of exempted AP courses be implemented in a professionally and academically appropriate manner and without espousing personal political beliefs. Specific guidelines and expectations for each course may be found at Course & Exam Pages – AP Central | College Board.*	NONE
45.0840014 45.0840024	AP European History	AP European History conforms to College Board topics for the Advanced Placement Comparative Government and Politics Examination. Covers sources of public authority and political power, society and politics, citizen and state, political framework, political change and an introduction to comparative politics. *AP Disclaimer: Advanced Placement (AP) courses and their instructional frameworks and curriculum are solely owned and endorsed by the College Board. The contents of these courses have not been reviewed or approved by the Georgia Department of Education. As with any curriculum, school districts should use a process for reviewing, approving, and adopting AP courses and instructional frameworks that engage students, parents, educators, and community stakeholders. Curricula and training should abide by state and local policies, including House Bill 1084 – which requires that the curriculum of exempted AP courses be implemented in a professionally and academically appropriate manner and without espousing personal political beliefs. Specific guidelines and expectations for each course may be found at Course & Exam Pages – AP Central | College Board.*	NONE
45.0870015 45.0870025	IB History of the Americas, Year 1	The course is a world history course based on a comparative, multi-perspective approach to history and focused around key historical concepts such as change, causation and significance. It involves the study of a variety of types of history, including political, economic, social and cultural, encouraging students to think historically and to develop historical skills. In this way, the course involves a challenging and demanding critical exploration of the past. *IB Disclaimer International Baccalaureate (IB) courses and their instructional frameworks and curriculum are solely owned and endorsed by the International Baccalaureate. The contents of these courses have not been reviewed or approved by the Georgia Department of Education. As with any curriculum, school districts should use a process for reviewing, approving, and adopting IB courses and instructional frameworks that engages students, parents, educators, and community stakeholders. Curricula and training should abide by state and local policies including House Bill 1084 – which requires that the curriculum of exempted IB courses be implemented in a professionally and academically appropriate manner and without espousing personal political beliefs.,*	Successful completion of all MYP social studies courses in 9th and 10th grades.

45.0880015 45.0880025	IB 20th Century History, Year 1	This course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and challenges inherent in understanding the history of the 20th Century. Themes covered include the causes, practices & effects of modern war (World War I, World War II, the Chinese Civil War, the Korean War, and the Vietnam Conflict), the rise & fall of single-party states (Italy, Germany, the Soviet Union, China, and Cuba) the Arab-Israeli Conflicts and the Cold War. Students gain the opportunity to engage in the exciting and proven international curriculum while fulfilling Georgia's high school graduation requirements. Students will sit for two externally-assessed IB History examinations. *IB Disclaimer International Baccalaureate (IB) courses and their instructional frameworks and curriculum are solely owned and endorsed by the International Baccalaureate. The contents of these courses have not been reviewed or approved by the Georgia Department of Education. As with any curriculum, school districts should use a process for reviewing, approving, and adopting IB courses and instructional frameworks that engages students, parents, educators, and community stakeholders. Curricula and training should abide by state and local policies, including House Bill 1084 – which requires that the curriculum of exempted IB courses be implemented in a professionally and academically appropriate manner and without espousing personal political beliefs.*	IB History of the Americas, Year 1
45.0170015 45.0170025	IB Psychology, Year 1	IB Psychology focuses on three basic elements of psychology: biological, cognitive, and sociocultural. Students will be expected to be able to explain how cultural, ethical, gender and methodological considerations affect the interpretation of behavior within the context of the three basic areas; students will also demonstrate the knowledge and skills required for experimental design, data collection, data analysis and interpretation. The course will also explore the application of each perspective through an optional area. Internal assessment will be based upon reproduction of a simple experimental study. The external assessment consists of two papers: Paper One includes the three perspectives of psychology and Paper Two is based on the study of one of the optional areas. *IB Disclaimer International Baccalaureate (IB) courses and their instructional frameworks and curriculum are solely owned and endorsed by the International Baccalaureate. The contents of these courses have not been reviewed or approved by the Georgia Department of Education. As with any curriculum, school districts should use a process for reviewing, approving, and adopting IB courses and instructional frameworks that engages students, parents, educators, and community stakeholders. Curricula and training should abide by state and local policies, including House Bill 1084 – which requires that the curriculum of exempted IB courses be implemented in a professionally and academically appropriate manner and without espousing personal political beliefs.*	Successful completion of all MYP social studies courses in 9th and 10th grades.
45.0171015 45.0171025	IB Psychology, Year 2	IB Psychology focuses on three basic elements of psychology: biological, cognitive, and sociocultural. Students will be expected to be able to explain how cultural, ethical, gender and methodological considerations affect the interpretation of behavior within the context of the three basic areas; students will also demonstrate the knowledge and skills required for experimental design, data collection, data analysis and interpretation. The course will also explore the application of each perspective through an optional area. Internal assessment will be based upon reproduction of a simple experimental study. The external assessment consists of two papers: Paper One includes the three perspectives of psychology and Paper Two is based on the study of one of the optional areas. *IB Disclaimer International Baccalaureate (IB) courses and their instructional frameworks and curriculum are solely owned and endorsed by the International Baccalaureate. The contents of these courses have not been reviewed or approved by the Georgia Department of Education. As with any curriculum, school districts should use a process for reviewing, approving, and adopting IB courses and instructional frameworks that engages students, parents, educators, and community stakeholders. Curricula and training should abide by state and local policies, including House Bill 1084 – which requires that the curriculum of exempted IB courses be implemented in a professionally and academically appropriate manner and without espousing personal political beliefs.*	IB Psychology, Year 1

45.0184015 45.0184025	IB Theory of Knowledge Social Studies, Year One	Theory of Knowledge is a capstone course for the International Baccalaureate Diploma Program. In Theory of Knowledge (or TOK), students learn to compare, synthesize and evaluate the methods of learning acquired in their other IB classes. Students develop critical thinking skills comparing and contrasting Ways of Knowing (Sense Perception, Language, Emotion and Reason) and Areas of Knowledge (Human Sciences, Natural Sciences, Mathematics, The Arts, Ethics, and History). *IB Disclaimer International Baccalaureate (IB) courses and their instructional frameworks and curriculum are solely owned and endorsed by the International Baccalaureate. The contents of these courses have not been reviewed or approved by the Georgia Department of Education. As with any curriculum, school districts should use a process for reviewing, approving, and adopting IB courses and instructional frameworks that engages students, parents, educators, and community stakeholders. Curricula and training should abide by state and local policies, including House Bill 1084 – which requires that the curriculum of exempted IB courses be implemented in a professionally and academically appropriate manner and without espousing personal political beliefs.*	NONE
45.0185015 45.0185025	IB Theory of Knowledge Social Studies, Year Two	Theory of Knowledge is a capstone course for the International Baccalaureate Diploma Program. In Theory of Knowledge (or TOK), students learn to compare, synthesize and evaluate the methods of learning acquired in their other IB classes. Students develop critical thinking skills comparing and contrasting Ways of Knowing (Sense Perception, Language, Emotion and Reason) and Areas of Knowledge (Human Sciences, Natural Sciences, Mathematics, The Arts, Ethics, and History). *IB Disclaimer International Baccalaureate (IB) courses and their instructional frameworks and curriculum are solely owned and endorsed by the International Baccalaureate. The contents of these courses have not been reviewed or approved by the Georgia Department of Education. As with any curriculum, school districts should use a process for reviewing, approving, and adopting IB courses and instructional frameworks that engages students, parents, educators, and community stakeholders. Curricula and training should abide by state and local policies, including House Bill 1084 – which requires that the curriculum of exempted IB courses be implemented in a professionally and academically appropriate manner and without espousing personal political beliefs.*	TOK Year 1
45.0930015 45.0930025	IB Internship	This course provides students with a work-based learning environment related program. *IB Disclaimer International Baccalaureate (IB) courses and their instructional frameworks and curriculum are solely owned and endorsed by the International Baccalaureate. The contents of these courses have not been reviewed or approved by the Georgia Department of Education. As with any curriculum, school districts should use a process for reviewing, approving, and adopting IB courses and instructional frameworks that engages students, parents, educators, and community stakeholders. Curricula and training should abide by state and local policies, including House Bill 1084 – which requires that the curriculum of exempted IB courses be implemented in a professionally and academically appropriate manner and without espousing personal political beliefs.*	None

*Required for graduation

World Language Course Options and Descriptions

Course Number	Course	Description
60.0710012 60.0710022	Spanish I	Introduces the Spanish language; emphasizes all skills: listening, speaking, reading, and writing skills in an integrated way. Includes how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to develop an understanding of Spanish-speaking cultures.
60.0713015	IB Spanish, Year One, **not a first or second year course**	Prepares students for the examination of the International Baccalaureate (Spanish) in advanced listening, oral, reading, writing, and text handling skills with a wide range of oral and written texts on themes that explore change, groups in society and leisure. *IB Disclaimer International Baccalaureate (IB) courses and their instructional frameworks and curriculum are solely owned and endorsed by the International Baccalaureate. The contents of these courses have not been reviewed or approved by the Georgia Department of Education. As with any curriculum, school districts should use a process for reviewing, approving, and adopting IB courses and instructional frameworks that engages students, parents, educators, and community stakeholders. Curricula and training should abide by state and local policies, including House Bill 1084 – which requires that the curriculum of exempted IB courses be implemented in a professionally and academically appropriate manner and without espousing personal political beliefs.*
60.0716015	IB Spanish, Year Two, **not a first or second year course**	The IB Second Language courses Higher Level offers students an enriched study of language, literature, and culture with relevance to international societies. Students review all language concepts and study representative writers in the original language independently and in groups. Students are immersed in a culturally rich environment in which they actively participate. They are assessed on effective and accurate communication. Tasks of the advanced language learner include use of the language within and outside of school, information and communication via technology, involvement in activities for personal enrichment and career development – all working to produce a lifelong learner. To achieve an appreciation and understanding of cultures, students will partake in higher-level interactive endeavors and culturally rich environments where their ability to communicate effectively and accurately plays an essential role. Students will be exposed to topics through thematic units and will demonstrate understanding and competence by presenting individual and group projects. *Disclaimer International Baccalaureate (IB) courses and their instructional frameworks and curriculum are solely owned and endorsed by the International Baccalaureate. The contents of these courses have not been reviewed or approved by the Georgia Department of Education. As with any curriculum, school districts should use a process for reviewing, approving, and adopting IB courses and instructional frameworks that engages students, parents, educators, and community stakeholders. Curricula and training should abide by state and local policies, including House Bill 1084 – which requires that the curriculum of exempted IB courses be implemented in a professionally and academically appropriate manner and without espousing personal political beliefs.*
60.0720012 60.0720022	Spanish II	Enhances Level One skills in Spanish and provides opportunities to develop listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to increase understanding of Spanish-speaking cultures.
60.0730013 60.0730023	Honors Spanish III	Enhances Level Two skills in Spanish and provides further opportunities to increase listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in previous topics and introduces new topics; offers further opportunities to increase understanding of Spanish-speaking cultures.

60.0740013 60.0740023	Honors Spanish IV	Enhances Level Three skills in Spanish and provides further opportunities to increase listening, speaking, reading, and writing skills in an integrated way. Provides continued language development through exploration of familiar and unfamiliar topics and provides opportunities for a broader and more extensive understanding of Spanish-speaking cultures.
60.0770014	Advanced Placement Spanish/Language	Conforms to College Board topics for the Advanced Placement Spanish Language Examination. Emphasizes the ability to comprehend formal and informal spoken Spanish, to acquire the vocabulary and grasp of structure to read newspapers, magazines and Hispanic literature, to compose expository passages and to speak accurately and fluently. *AP Disclaimer: Advanced Placement (AP) courses and their instructional frameworks and curriculum are solely owned and endorsed by the College Board. The contents of these courses have not been reviewed or approved by the Georgia Department of Education. As with any curriculum, school districts should use a process for reviewing, approving, and adopting AP courses and instructional frameworks that engage students, parents, educators, and community stakeholders. Curricula and training should abide by state and local policies, including House Bill 1084 – which requires that the curriculum of exempted AP courses be implemented in a professionally and academically appropriate manner and without espousing personal political beliefs. Specific guidelines and expectations for each course may be found at Course & Exam Pages – AP Central | College Board.*
60.0110012 60.0110022	French I	Introduces the French language; emphasizes all skills: listening, speaking, reading, and writing in an integrated way. Includes how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to develop an understanding of French-speaking cultures.
60.0120012 60.0120022	French II	Enhances Level One skills in French and provides opportunities to develop listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in how to greet and take leave of someone, to ask and respond to basic questions, and to speak and read within a range of carefully selected topics. Provides opportunities to increase understanding of French-speaking cultures.
60.0130012 60.0130022	French III	Enhances Level Two skills in French and provides further opportunities to increase listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in previous topics and introduces new topics; offers further opportunities to increase understanding of French-speaking cultures.
60.0140012 60.0140022	French IV	Enhances Level Three skills in French and provides further opportunities to increase listening, speaking, reading, and writing skills in an integrated way. Provides continued language development through exploration of familiar and unfamiliar topics and provides opportunities to develop a broader and more extensive understanding of French-speaking cultures.
60.0170014	Advanced Placement French/Language and Culture	Conforms to College Board topics for the Advanced Placement French Language Examination. Emphasizes using the language for active communication. Stresses the ability to understand French in various contexts, to develop a vocabulary sufficient for reading newspapers, magazines, literary texts, and other nontechnical writing and to express oneself in speech and in writing coherently, fluently and accurately. *AP Disclaimer: Advanced Placement (AP) courses and their instructional frameworks and curriculum are solely owned and endorsed by the College Board. The contents of these courses have not been reviewed or approved by the Georgia Department of Education. As with any curriculum, school districts should use a process for reviewing, approving, and adopting AP courses and instructional frameworks that engage students, parents, educators, and community stakeholders. Curricula and training should abide by state and local policies, including House Bill 1084 – which requires that the curriculum of exempted AP courses be implemented in a professionally and academically appropriate manner and without espousing personal political beliefs. Specific guidelines and expectations for each course may be found at Course & Exam Pages – AP Central | College Board.*

61.0410012 61.0410022	Latin I	Introduces students to the Latin language and ancient Roman civilization. Emphasizes the ability to write simple Latin phrases and to understand simple Latin passages presented orally and in writing.
61.0420012 61.0420022	Latin II	Enhances Level One skills and provides opportunities to translate longer, more challenging passages. Emphasizes how ancient Roman language and civilization has influenced Western language and civilization.
61.0430013 61.0430023	Latin III	Enhances previously learned skills and introduces original works by Latin authors. The works of the authors may be selected in any order for courses designated at the third, fourth, and fifth year levels. The authors whose works are studied are Catullus, Cicero, Horace, Ovid, and Vergil. Selected works from authors such as Aulus Gellius, Juvenal, Livy, Martial, Cornelius, Nepos, Plautus, Sallust, Pliny, as well as authors from later Latin, can be included. Explores the political, economic, social characteristics represented in the works studied and examines the various writing styles of the authors.
61.0440013 61.0440023	Latin IV	Enhances previously learned skills and introduces original works by Latin authors. The works of the authors may be selected in any order for courses designated at the third, fourth, and fifth year levels. The authors whose works are studied are Catullus, Cicero, Horace, Ovid, and Vergil. Selected works from authors such as Aulus Gellius, Juvenal, Livy, Martial, Cornelius, Nepos, Plautus, Sallust, Pliny, as well as authors from later Latin, can be included. Explores the political, economic, social characteristics represented in the works studied and examines the various writing styles of the authors.

Special Education

The Special Education Department of the Richmond County School System offers a wide continuum of services as called for by a student's Individualized Education Program (IEP). The information contained below is for purposes of providing general information. Special Education services outlined in a student's IEP are not limited to the descriptions provided in this section of the course catalog.

There are two areas of the Special Education Department:

1. **High Incidence** - provides services to students with Specific Learning Disabilities, Emotional and Behavioral Disorders, Other Health Impairments, Mild Intellectual Disabilities, and other categories of disabilities, primarily in the general education setting, so that students receive special education services in the least restrictive environment. The following are examples of services a student may receive if outlined in their IEP. Again, these descriptions are for the purpose of general information, and services are not limited to these descriptions:

   - Co-teaching/Collaborative – there are two teachers in the classroom, one special education teacher and one general education teacher who teach the class together. The special education teacher is present to co-teach the class and assure the coursework is modified, if needed, for students with disabilities. Students with disabilities are in the same academic level classroom as their non-disabled peers, and the coursework earns credit towards a general education diploma. Co-teach courses have the same course code and title as general education sections but have a 9 following the decimal as the third digit of the course code (XX.9XXXXXX).
   - Supportive Instruction – a special education paraprofessional is assigned to the classroom to support students with disabilities and ensure that accommodations are implemented in the general education setting.
   - Small Group-a special education teacher delivering instruction to students with disabilities in a small group setting with no general education students.

2. **Low Incidence** – this area of the Special Education Department provides services to students with more severe cognitive disabilities, such as Moderate, Severe, and Profound Intellectual Disabilities and low functioning Autism. These services are delivered in a self-contained Special Education setting with a special education teacher and special education paraprofessional(s). For more information, please contact the school's Special Education Program Specialist or Low Incidence Coordinator.

Georgia Rule 160-4-2-.48 established specific guidelines for students unable to meet standard state graduation requirements due to significant disabilities identified in their IEPs. Those are:

GA Rule 160-4-2-.48 2(a)

3. 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).

GA Rule 160-4-2-.48 3

Special Education Diploma - the document awarded to students with disabilities assigned to a special education program who have not met the state assessment requirements referenced in Rule 160-3-1-07 Testing Programs - Student Assessment or who have not completed all of the requirements for a high school diploma but who have nevertheless completed their IEP.

Study Skills Course Options and Descriptions

Course #	Code Title Description	Description	Recommended Pre-requisite
35.8610000S	Study Skills I	Study Skills I teaches students better study habits, organizational skills, and allows them to obtain extra assistance with coursework from their other classes. **IEP Required (must be listed on the services page)**	NONE
35.8620000S	Study Skills II	Study Skills I teaches students better study habits, organizational skills, and allows them to obtain extra assistance with coursework from their other classes. **IEP Required (must be listed on the services page)**	Study Skills I
35.8630000S	Study Skills III	Study Skills I teaches students better study habits, organizational skills, and allows them to obtain extra assistance with coursework from their other classes. **IEP Required (must be listed on the services page)**	Study Skills II
35.8640000S	Study Skills IV	Study Skills I teaches students better study habits, organizational skills, and allows them to obtain extra assistance with coursework from their other classes. **IEP Required (must be listed on the services page)**	Study Skills III

English Language Learners

The English to Speakers of Other Languages (ESOL) Department provides English language instruction and language support to all students who have been identified as English Language Learners (ELs) in grades K-12. Many students who receive ESOL services also take Special Education, College Prep, Gifted/Accelerated, and/or Advanced Placement courses. When ELs reach English language proficiency, they exit the ESOL program and enter into a monitoring period. After four years of monitoring, these students are no longer considered English Language Learners.

English Language Learner (ELs) Courses

Course Number	Course	Description
55.0210012 55.0210022	Communication Skills I	Based on the WIDA English Language Development (ELD) Standards Framework, this course is designed to increase English learners' (ELs) social and instructional language proficiency in listening, speaking, reading, writing, and viewing at the word, sentence, and discourse levels. The course introduces ELs 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 suggested English language proficiency level of the EL student is WIDA's Overall Composite Proficiency Level (CPL) 1-2. The course addresses students' needs as outlined in WIDA's Grades 9-12 Language Proficiency Level Descriptors. This course awards elective credit.
55.0220012 55.0220022	Communication Skills II	Based on the WIDA English Language Development (ELD) Standards Framework, this course is an expansion of Communications Skills I with the inclusion of content vocabulary, information, ideas, and concepts from the high school Georgia Standards of Excellence in English Language Arts. 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. The suggested English language proficiency level of the EL student is WIDA's Overall Composite Proficiency Level (CPL) 1-2. The course addresses students' needs as outlined in WIDA's Grades 9-12 Language Proficiency Level Descriptors. This course awards elective credit.
55.0240012 55.0240022	Oral Communication in Content Areas	This course supports all high school content courses by focusing on English learners' (ELs) comprehension of English and develop the interpretive skill of listening and the expressive skill of speaking that are both necessary for success in these courses. Based on the WIDA English Language Development (ELD) Standards Framework, the course teaches students how to understand and use common patterns of language found in language arts, mathematics, science, and social studies. The suggested English language proficiency level of the EL student is WIDA's Overall Composite Proficiency Level (CPL) 2-3. The course addresses students' needs as outlined in WIDA's Grades 9-12 Language Proficiency Level Descriptors. This course awards elective credit.

55.0230012 55.0230022	Reading and Listening in Content Areas	This course focuses on English learners' (ELs) comprehension of English by developing the interpretive skills of listening and reading necessary for success in high school content areas. Based on 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 use in language arts, mathematics, science, and social studies. The suggested English language proficiency level of the EL student is WIDA's Overall Composite Proficiency Level (CPL) 1-3. The course addresses students' needs as outlined in WIDA's Grades 9-12 Language Proficiency Level Descriptors. This course awards elective credit.
55.0250012 55.0250022	Writing in Content Areas	This course supports all high school content courses by teaching English learners (ELs) how to write across the content standards of English language arts, mathematics, science, and social studies. Based on the WIDA English Language Development (ELD) Standards Framework, this course emphasizes writing for academic purposes to narrate, inform, explain, and argue in each discipline. The suggested English language proficiency level of the EL student is WIDA's Overall Composite Proficiency Level (CPL) 2-3. The course address students' needs as outlined in WIDA's Grades 9-12 Language Proficiency Level Descriptors. This course awards elective credit.
55.0260012 55.0260022	Reading and Writing in Science	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 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 in English. Drawing from the WIDA English Language Development (ELD) Standards, this course teaches students strategies for comprehending scientific texts during reading, and strategies for writing to inform, explain, and argue in English for scientific purposes. 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) 2-3. This course awards elective credit.
55.0261012 55.0261022	Reading and Writing in Social Studies	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 9-12 Standards for Social Studies. Drawing from the WIDA English Language Development (ELD) Standards, the purpose of this course is to teach ELs' how to build their identity as a writer to compose a range of texts that narrate, inform, explain, and argue in English using disciplinary literacy to interpret social studies texts. The course addresses students' language development as outlined in WIDA's Grades 9-12 Language Proficiency Level Descriptors. The suggested English language proficiency (ELP) level of EL students in this course is WIDA's Overall Composite Proficiency Level (CPL) 2-3. This course awards elective credit.

Health Education and Physical Education

Good health and academic success are directly related. Richmond County School System supports the GADOE position that "it is the role of quality health education programs to provide young people with the knowledge and skills they need to become successful learners and healthy and productive adults". Our physical education and health courses are designed to help students adopt and maintain healthy behaviors.

Students should note the graduation requirement of ½ unit (1 semester) health and safety and ½ unit (1 semester) personal fitness. Three (3) units of credit in JROTC (Junior Reserve Officer Training Corps) may be used to satisfy these requirements.

Health and Physical Education Course Options and Descriptions

Course Number	Course	Description
17.0110000	*Health	This single-semester course is a graduation requirement and designed to offer a practical approach to health topics that concern adolescents. The course covers knowledge and skills necessary for personal health and well-being and the prevention and treatment of injury. Additional information covered includes disease prevention, relationships, consumer health, the life cycle, and preventing abuse of tobacco, alcohol, and drugs. ***(Graduation Requirement)***
17.0130000	First Aid & Safety	Focuses on developing safety habits. Stresses prevention of accidents and injuries, basic lifesaving, and first aid techniques.
	Introductory Sports (Grades 9-12)	
36.0210000	Introductory Team Sports	This series of elective courses provide students with an opportunity to learn the history, rules, and basic skills of the following team sports: basketball, volleyball, soccer, flag football, team handball, floor hockey, ultimate frisbee, and softball. As the courses progress, students will have an opportunity to experience team play, strategy development, and officiating techniques in each of the team sports offered. *(*Graduation Requirement should be met prior to PE electives)*
36.0220000	Introductory Lifetime Sports	This course introduces fundamental skills, strategies, and rules associated with lifetime sports such as bowling, golf, tennis, pickleball, bocce, badminton, disc golf and croquet.
36.0230000	Introductory Track and Field	This course Introduces the history, rules, and basic skills involved in the various track and field events: hurdles, shot-put, high jump, relays, javelin throw and long jump.

36.0250000	Introductory Outdoor Education	This course promotes an appreciation of the outdoors; provides physical activities and adventures in an outdoor laboratory. Covers camping, fishing, hiking, orienteering, backpacking, repelling, outdoor cooking, boating safety, hunter safety, riflery and archery.
36.0270000	Introductory Recreational Games	This course introduces recreational games for lifetime leisure activities designed focuses upon rules, etiquette, and skill technique for a variety of sports and recreational activities, while managing physical fitness and being socially active. Students will participate in fitness testing and fitness activities in the course. Students will experience the connection between personal health and regular physical activity. Activities may include table tennis, shuffleboard, frisbee, deck tennis, new games, horseshoes, darts, and croquet.
	Intermediate Sports (Grades 9-12)	
36.0310000	Intermediate Team Sports	This course enhances skills and strategies in team sports such as basketball, volleyball, soccer, softball, baseball, field hockey, lacrosse, team handball and flag football. (***Prerequisite**: Introductory Team Sports*)
36.0320000	Intermediate Lifetime Sports	This course enhances skills and strategies in lifetime sports such as bowling, golf, tennis, racquetball, baseball, badminton, roller skating and skiing. (***Prerequisite**: Introductory Lifetime Sports*)
36.0330000	Intermediate Track and Field	Enhances skills in various track and field events: hurdles, shot-put, high jumping, relays, javelin throw, and long jump. (***Prerequisite**: Introductory Track & Field*)
36.0350000	Intermediate Outdoor Education	Enhances skills and appreciation for camping, fishing, hiking, orienteering, backpacking, repelling, outdoor cooking, boating safety, hunter safety, riflery and archery. (***Prerequisite**: Introductory Outdoor Education*)
36.0370000	Intermediate Recreational Games	This course enhances recreational games skills in table tennis, shuffleboard, frisbee, deck tennis, new games, horseshoes, darts and croquet. (***Prerequisite**: Introductory Recreational Games*)
	Advanced Sports (Grades 9-12)	
36.0410000	Advanced Team Sports	This elective course will provide students an opportunity to apply advanced skills, team play, strategy development, and officiating techniques in each of the team sports. (***Prerequisite**: Intermediate Team Sports*)
36.0420000	Advanced Lifetime Sports	This course refines skills and explores the technical aspects of lifetime sports. (***Prerequisite**: Intermediate Lifetime Sports*)
36.0430000	Advanced Track and Field	Provides further skills development in a chosen area of track and field. (***Prerequisite**: Intermediate Track and Field*)
36.0450000	Advanced Outdoor Education	Provides further skills development in a chosen area(s) of outdoor education activities. (***Prerequisite**: Intermediate Outdoor Education*)

36.0470000	Advanced Recreational Games	Provides further development of skills and exploration into technical aspects of recreational games. (***Prerequisite**: Intermediate Recreational Games*)
	Personal Fitness and Conditioning (Grades 9-12)	
36.0510000	*Personal Fitness	**Pre-requisite to all elective physical education courses**. This single-semester course is a graduation requirement and serves as an introduction to the role of exercise in health promotion, fitness, and performance. The course provides students with the basic knowledge and understanding that physical fitness, exercise, and diet are essential in developing and maintaining a healthy lifestyle. Students will participate in physical activities geared towards enhancing body composition, flexibility, muscular strength, muscular endurance, and cardiovascular fitness. ***(Graduation Requirement)***
36.0520000	Physical Conditioning	Provides opportunities to participate in a variety of activities to enhance flexibility, muscular strength and endurance, cardiovascular endurance and body composition. Includes fitness concepts for the development of healthy lifetime habits.
36.0530000	Aerobic Dance	This course provides students opportunities to perform choreographic routines to music and to increase strength, cardiovascular and muscular endurance, and flexibility; includes fitness concepts for developing healthy lifetime habits.
36.0540000	Weight Training	The beginning, and advance series of weight training provides students with an opportunity to apply weight training and conditioning principles at various levels. A variety of training methods may be used to address flexibility, muscular strength and endurance, cardiovascular endurance, and body composition. Personal fitness, equipment, lifting technique, nutrition, and ergogenic aids will be addressed. Speed and power training methods may be utilized.
36.0560000	Body Sculpting	Provides methods to redefine body shape through specific exercises. Based on the American College of Sports Medicine guidelines for fitness and conditioning programs, this course covers weight training, conditioning exercises, and proper nutrition to improve muscle tone, muscle definition, posture, bodily proportions, and overall condition of the body and energy levels.
	Advanced Personal Fitness and Conditioning (Grades 9-12)	
36.0610000	Advanced Personal Fitness	Provides advanced instruction to assist students in applying methods to attain a healthy level of physical fitness; implements a lifetime fitness program based on a personal fitness assessment focused on strength, muscular endurance, flexibility, body composition, and cardiovascular endurance; and includes fitness advanced instruction in principles and nutritional concepts introduced in Personal Fitness (36.05100). (***Prerequisite**: Personal Fitness*)
36.0620000	Advanced Physical Conditioning	Enhances cardiovascular endurance, flexibility, muscular strength and endurance and body composition. Emphasizes self-management and adherence strategies. (***Prerequisite**: Physical Conditioning*)

36.0630000	Advanced Aerobic Dance	Enhances strength, cardiovascular endurance, flexibility, coordination and muscular endurance through aerobic dance. Emphasizes self-management and adherence strategies. (***Prerequisite**: Aerobic Dance*)
36.0640000	Advanced Weight Training	Increases strength and cardiovascular fitness through an individualized weight training program. Emphasizes self-management and adherence strategies. (***Prerequisite**: Weight Training*)
36.0660000	Advanced Body Sculpting	Provides additional opportunities to redefine body shape through specific exercises. Based on the American College of Sports Medicine guidelines for fitness and conditioning programs, this course covers weight training, conditioning exercises, and proper nutrition to improve muscle tone, muscle definition, posture, bodily proportions, and overall condition of the body and energy levels. (***Prerequisite**: Body Sculpting*)
	Adapted Physical Education	
36.8710000	Adaptive Physical Education I (9-12)	Provided for students with Individualized Education Programs (IEPS) and in lieu of general physical education courses. Focuses on any combination or variety of team sports, lifetime sports, individual sports or other activities relating to development of physical and motoric fitness or the appreciation of various athletic/sporting activities or events. Activities may include track and field events, aquatics/water sports, outdoor education experiences, rhythmics /dance, recreational games, gymnastics and/or self-defense. Provides basic methods to maintain healthy and active lifestyle.
36.8720000	Adaptive Physical Education II (9-12)	Enhances level-one skills in any different combination or variety of team sports, lifetime sports, and individual activities relating to development of physical and motoric fitness or the appreciation of various athletic/sporting activities or events. Activities may include track and field events, aquatics/water sports, outdoor education experiences, rhythmics/dance, recreational games, gymnastics and/or self-defense. Provides basic methods to maintain healthy and active lifestyle.
36.8730000	Adaptive Physical Education III (9-12)	Enhances level-two skills in any different combination or variety of team sports, lifetime sports, individual sports or other activities relating to development of physical and motoric fitness or the appreciation of various athletic/sporting activities or events. Activities may include track and field events, aquatics/water sports, outdoor education experiences, rhythmics/dance, recreational games, gymnastics and/or self-defense. Provides basic methods to maintain healthy and active lifestyle.
36.8740000	Adaptive Physical Education IV (9-12)	Enhances level-three skills in any different combination or variety of team sports, lifetime sports, individual sports or other activities relating to development of physical and motoric fitness or the appreciation of various athletic/sporting activities or events. Activities may include track and field events, aquatics/water sports, outdoor education experiences, rhythmics /dance, recreational games, gymnastics and/or self-defense. Provides basic methods to maintain healthy and active lifestyle.

*Required for graduation

Career, Technical and Agricultural Education

Career, Technical and Agricultural Education (CTAE) prepares students for their next step after high school - college, beginning a career, registered apprenticeships, or the military. Georgia CTAE pathway course offerings and the new Educating Georgia's Future Workforce initiative leverage partnerships with industry and higher education to ensure students have the skills they need to thrive in the future workforce.

It is recommended that certain pathway courses be taught in a double block.

Offering these courses as a double block provides more flexibility and time in exploring possible career options. All CTAE courses consists of hands-on, project- based learning that prepare students for future occupations. Offering CTAE courses in double block also provides increased instructional time for the teacher and student to prepare for the End of Pathway Assessments (EOPAs) as well as other related industry recognized credentials and certifications. The recommended CTAE course offerings for double block are indicated by two red bolded asterisks (**).

All RCSS juniors and seniors have an opportunity to participate in the district's Work-Based Learning (WBL) programs. The WBL is a structured experience that connects the student's career goal and classroom learning with a productive work environment.

Enrollment in a WBL course is an extension of the student's work in their career pathway, to include CTAE, Fine Arts, and World Language. The WBL instructor at each school serves all students and coordinates placement related to the student's career pathway. All categories of WBL are administered by the WBL instructor with a few exceptions for Healthcare Clinical experiences and Practicum courses that are part of the defined pathway.

WBL course numbers information: WBL courses are notated as .7 which is reflected is the following format: XX.7114000. The CIP code for the concentration/pathway is the XX.

Pathway Guide

Career Cluster	Career Pathway
Agriculture, Food, and Natural Resources	**Plant & Floriculture Systems** **Plant & Landscape Systems**
Architecture and Construction	**Carpentry, Electrical, HVAC/R, Masonry** **Plumbing** **Welding, Sheet Metal**
Arts, AV/Technology, and Communications	**AVTF 1**
Education and Training	**Early Childhood Care and Education 1** **Teaching As A Profession**
Energy	**Energy & Power**

Finance	**Financial Services**
Government and Public Administration	**JROTC Air Force, Army, Marines, Navy**
Health Science	**Therapeutic Services/Patient Care, Emergency Medical Responder, Support Services**
Hospitality and Tourism	**Culinary Arts** **Hospitality, Recreation, and Tourism** **Sports and Marketing**
Human Services	**Nutrition & Food Science** **Personal Care Services:** **Cosmetology** **Barbering/Nails**
Information Technology	**Computer Science** **Cybersecurity** **Game Design** **Networking** **Programming**
Law, Public Safety, Corrections, and Security	**Law Enforcement Services/Forensics Science**
Manufacturing	**Manufacturing**
Marketing	**Fashion & Merchandising**
Science, Technology, Engineering, Mathematics	**Electronics** **Engineering and Technology**
Transportation, Distribution and Logistics	**General Automotive Technology** **Unmanned Aircraft Systems**
Work Force Ready	**Work Force Ready**

CTAE Pathway Request and Proposal Process

The purpose of the CTAE Pathway Request and Proposal Process is to ensure equity across the district. Pathways offered within our system must be approved by the CTAE Pathway Vetting Committee.

- Before requesting a new CTAE pathway, schools will need to check with CTAE District Leadership to see if it aligns with the current CTAE Business and industrial audit.

- Complete the Course Proposal section of the form if requesting to add a course that is not in the RCSS Course Catalog. Be sure to only submit a Course Proposal if the course is on the GADOE State Funded list.

- The Richmond County Course Request/Proposal Form should be submitted to the Director of High School Programming by October 15th of each year for courses to be considered for the following year.

  For CTAE Course Requests, please see *Richmond County Course Request/Proposal Form* near the end of the Richmond County Course Catalog.

Career, Technical, and Agricultural Education

Agriculture, Food and Natural Resources Center Cluster			
Code	**Title**	**Description**	**Pathway**
02.4710012 02.4710022	Basic Agricultural Science	This course is designed as the foundational course for all Agriculture, Food & Natural Resources Pathways. The course introduces the major areas of scientific agricultural production and research; presents problem solving lessons and introductory skills and knowledge in agricultural science and agriculture- 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 and is intended for students in grades 8-10.	1st course in all Agriculture pathways
01.4610012 01.4610022	General Horticulture and Plant Science	This course is designed as an introduction for the Horticulture/Plant Science Pathway Program of Study. The course introduces the major concepts of plant and horticulture science. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities. ***Course meets 4th science requirement***	• Horticulture / Mechanical Systems • Agriculture Leadership in Horticulture • Landscape Management System • Plant and Landscape System • Plant and Floriculture Systems
01.4620012 01.4620022	Floriculture Production and Management	This course is designed to introduce students to the principles and practices of floriculture production. Students will develop floriculture skills and the basic understanding necessary to be successful in entry- level positions in the floriculture industry. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.	Plant and Floriculture Systems
01.4700012 01.4700022	Nursery and Landscape	This course is designed to provide students with the basic skills and knowledge utilized by the green industry in nursery production and management and landscape design and management. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.	Plant and Landscape System

01.4270012 01.4270022	Agricultural Construction	Career, Technical and Agricultural Education's Agriculture program combines agricultural technical skills with rigorous coursework, leadership training, and an exploration of the ethical and philosophical issues related to genetic engineering and other current agricultural topics. Students completing an agriculture career pathway will have solid skills in areas related to agriscience, biotechnology, turf management, landscaping, food science, forestry, environmental science, agricultural engineering, and agribusiness management. Georgia's strong dependence on Agriculture will only continue to expand the agriculture-related career opportunities for many years.	4th course in Agriculture *Used as an elective
02.4750012 02.4750022	Biotechnology	Introduction to Biotechnology integrates the fundamental concepts of life and physical sciences together with the basic laboratory skills necessary in the biological sciences. This course serves as the second course in the Biotechnology Research and Development pathway and introduces students to the fundamentals of biotechnology, current trends and careers in biotechnology, and the business, regulatory, and ethical aspects of biotechnology. The knowledge and skills gained in this course will provide students with a broad understanding of biotechnology and its impact on society. The course is intended to meet the needs of a diverse body of learners. ***Course meets 4th science requirement***	Cross Creek Only: Course
Architecture and Construction Career Cluster			
46.5450012 46.5450022 46.5450020 (MBCC Only)	Industry Fundamentals and Occupational Safety	This course is designed as the foundational course in the Carpentry, Plumbing, Electrical, Masonry, Machining, Welding, Sheet Metal, Heating, Ventilation, Air Conditioning and Refrigeration, and HVACR Electrical pathways to prepare students for pursuit of any career in construction. The course prepares the trainee for the basic knowledge to function safely on or around a construction site and in the industry in general and will provide the trainee with the option for an Industry Certification in the Construction Core. Pre-requisite for this course is advisor approval.	• Carpentry • Electrical • Plumbing • Sheet Metal • HVACR Electric al • Welding
46.5460020 (MBCC Only)	Introduction to Construction	This course is preceded by the Occupational Safety and Fundamentals course. This course offers an opportunity for students to build on their knowledge and skills developed in Industry Fundamentals and Occupational Safety. It introduces them to four construction craft areas and is also the second step towards gaining a Level One Industry Certification in one of the craft areas. The goal of this course is to introduce students to the history and traditions of the carpentry, masonry, plumbing, and electrical craft trades. Students will explore how the various crafts have influenced and	• Carpentry • Electrical • Plumbing

		been influenced by history. The student will also learn and apply knowledge of the care and safe use of hand and power tools as related to each trade. In addition, students will be introduced to and develop skills to differentiate between blueprints related to each individual craft area.	
46.5460020 (MBCC Only)	Introduction to Construction	This course is preceded by the Occupational Safety and Fundamentals course. This course offers an opportunity for students to build on their knowledge and skills developed in Industry Fundamentals and Occupational Safety. It introduces them to four construction craft areas and is also the second step towards gaining a Level One Industry Certification in one of the craft areas. The goal of this course is to introduce students to the history and traditions of 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 related to each individual craft area.	• Carpentry • Electrical • Plumbing
46.5500040 46.5500020 (MBCC Only)	Carpentry I **	This course is preceded by Introduction to Construction and is the third of three courses that provides the student a solid foundation in carpentry skills and knowledge. As the third step in gaining a Level One Industry Certification in Carpentry, the course provides an overview of the building materials used in the carpentry craft, as well as teaching techniques for reading and using blueprints and AP Computer Science 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.	Carpentry
46.4540020	Fine Furniture/ Cabinetmaking I	The purpose of this course is to introduce students to the world of woodworking to develop competencies essential to the Fine Furniture/Cabinetmaking Industry. The competencies include safety, applied math skills, woodworking materials, hand tools and machinery operations, wood joints, as well as gluing and clamping.	Fine Furniture/ Cabinetmaking
46.4550020	Fine Furniture/ Cabinetmaking II	This course is designed to provide students with more in-depth knowledge of hand-tool and machine safety, craftsmanship, and technology used in Fine Furniture/Cabinetmaking profession. The competencies include door and drawer design, assembling and gluing procedures, CAD drawings, and additional hands-on projects.	Fine Furniture/ Cabinetmaking

46.4560020	Fine Furniture/ Cabinetmaking III	This course provides students with a more in-depth knowledge of woodworking, as well as an introduction to the business side of the profession. Students will further their understanding of the design, plan of procedure, as well as the assembling and finishing of wood projects.	Fine Furniture/ Cabinetmaking
46.5700020 (MBCC Only)	Masonry I **	As the third course in the Masonry Pathway, this course provides students with a solid foundation in masonry skills and knowledge and is the third step in gaining a Level One Industry Certification in Masonry. 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. The prerequisite for this course is Introduction to Construction.	Masonry
46.5800040 46.5800020 (MBCC Only)	Plumbing I **	As the third course in the Plumbing Pathway, the course provides students with a solid foundation in plumbing and is the third step in gaining a Level One Industry Certification 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. The prerequisite for this course is Introduction to Construction.	Plumbing
48.5810012 48.5810022 48.5810041 48.5810042 48.5810020 (MBCC Only)	Introduction to Metals	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 work force, and continue to advance in one of these specialized metals occupations. Experiences include an introduction to the basic requirements of each of these fields, exposure to the structure and nature of career opportunities, and an introduction to types of training and skills required and the use of specialized tools, equipment, and materials. This course is designed to familiarize students with fundamentals of various metal occupations for the purpose of preparing them to select either welding, sheet metal, or machining for more highly specialized training in subsequent courses.	• Welding • Sheet Metal

48.5820012 48.5820022 48.5820041 48.5820042 48.5820020 (MBCC Only)	Sheet Metal I **	As the third course in the Sheet Metal Pathway, the course allows students to master basic sheet metal techniques. This course includes the development of skills in basic trade math. Students will identify, rate, select, and use steel and other metals to develop and fabricate basic sheet metal projects. The course includes basic parallel line development and skills using fasteners, hangers, and other support systems. Minimum performance requirements for this course are based on successful student completion according to the National Center for Construction Education and Research Center (NCCER) Occupation Standards. Students who successfully complete the course in accordance with NCCER standards are eligible for registration with the NCCER Craft Worker Registry. The prerequisite for this course is Introduction to Metals.	• Sheet Metal
48.5510012 48.5510022 48.5510041 48.5510042 48.5510020 (MBCC Only)	Welding I **	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 gases. The students will select electrodes and performs welds using SMAW and GMAW to current industry standards. Welding symbols will be used to interpret detailed drawing used for fabrication. American Welding Society codes will be used to determine the soundness of welds. Minimum performance requirements for this course are based on successful student completion according to the American Welding Society (AWS) and the National Center for Construction Education and Research Center (NCCER) standards. Students who successfully complete the course in accordance with NCCER standards are eligible for registration with the NCCER National Craft Worker Registry. The prerequisite for this course is Introduction of Metals.	Welding
47.4140012 47.4140022 47.4140020 (MBCC Only)	Introduction to HVACR Systems	This course is preceded by the Industry Fundamentals and Occupational Safety course and offers an opportunity for students to build on the knowledge and skills developed in the Fundamentals course. Students will be introduced to two-construction craft areas. As the second step in gaining a Level One Industry Certification in one of two craft areas, the goal of the course is to introduce students to the basic building blocks of the HVACR and Low Voltage Electrical craft trades. Students will explore how the crafts affect the mechanical systems in a building and will learn and apply knowledge of the electrical, electronic, and mechanical components related to each trade. In addition, students will be introduced to, and develop skills to differentiate between tools used in each individual craft area.	• Heating, Ventilation, Air Conditioning and Refrigeration • HVACR Electric al

47.4150012 47.4150022 47.4150041 47.4150042 47.4150020 (MBCC Only)	Heating, Ventilation, Air conditioning and Refrigeration **	This course is preceded by Introduction to HVACR Systems and provides students with a solid foundation in HVACR skills and knowledge involved with conditioning air within a given space. The course is the third step in gaining a Level One Industry Certification in HVAC and builds on the concepts of math concepts introduced in Industry Fundamentals and Occupational Safety. Students will acquire knowledge of the hardware and systems used by an HVACR technician and basic installation skills. In addition, students will obtain general knowledge of refrigeration and heating processes, including electronic circuitry, and will learn about the integration between electrical and HVACR fields. The course will provide students with an understanding of joining and piping practices in HVACR systems, as well as an introduction to the skills and knowledge of conduit bending and installation.	Heating, Ventilation, Air Conditioning and Refrigeration
47.4160012 47.4160022 47.4160041 47.4160042 47.4160020 (MBCC Only)	Low Voltage Electrical **	This course is the second of three courses and provides students with a solid foundation in electrical skills and knowledge and the integration with the HVACR systems. In addition, this course is the second step in gaining a Level One Industry Certification in Electrical and builds on the concepts of electrical safety introduced in Industry Fundamentals and Occupational Safety. Students will learn about installation of hardware and systems used by an HVACR technician/electrician and acquire general knowledge of electrical systems, including series, parallel, and series-parallel circuits. The course provides basic skills and knowledge to navigate and use the National Electrical Code, as well as an introduction to conduit bending and installation. The prerequisite for this course is Introduction to HVACR Systems	HVACR Electrical
Arts, AV/Technology and Communications Career Cluster			
10.5181012 10.5181022	Audio and Video Technology and Film	This course will serve as the foundational course in the Audio & Video Technology & Film pathway. The course prepares students for employment or entry into a postsecondary education program in the audio and video technology career field. Topics covered may include, but are not limited to terminology, safety, basic equipment, script writing, production teams, production and programming, lighting, recording and editing, studio production, and professional ethics. Skills USA and Technology Student Association (TSA) are examples of, but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and technical skills and may be considered an integral part of the instructional program. All material covered in Audio & Video Technology & Film I will be in subsequent courses.	Audio and Video Technology and Film I and II

10.5191012 10.5191022	Audio and Video Technology and Film II	This one credit course is the second in a series of three that prepares students for a career in Audio Video Technology and Film production and/or to transfer to a postsecondary program for further study. Topics include Planning, Writing, Directing and Editing a Production; Field Equipment Functions; Operational Set-Up and Maintenance; Advanced Editing Operations; Studio Productions; Performance; Audio/Video Control Systems; Production Graphics; Career Opportunities; and Professional Ethics	Audio and Video Technology and Film I and II
10.5201012 10.5201022	Audio and Video Technology and Film III	This one-credit transition course is designed to facilitate student-led projects under the guidance of the instructor. Students work cooperatively and independently in all phases of production. Skills USA and Technology Student Association (TSA) are examples of, but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and technical skills and may be considered an integral part of the instructional program.	Audio and Video Technology and Film I
10.5211012 10.5211022	Introduction to Film Production	This course will serve as the second level course in the AVTF Film Production career pathway. The course prepares students by teaching introductory technical skills and employment needs for an entry level film production worker or to enter a postsecondary education program in the audio and video technology career field. Topics covered may include, but are not limited to terminology, safety, equipment, script writing, production teams, editing, post-production, and professional ethics. Skills USA and Technology Student Association (TSA) are examples of, but not limited to, appropriate Career, Technical Student Organizations (CTSO) for providing leadership training and for reinforcing specific career and technical skills and may be considered an integral part of the instructional program. The pre-requisite for this course is successful completion of Audio & Video Technology & Film I course.	Film Production
10.5221012 10.5221022	Film Production Applications	This course will serve as the third-level course in the AVTF Film Production career pathway. This course prepares students to participate in multiple class-created film production team simulations and film projects to develop a professional film portfolio. This portfolio may include documents, projects, documented work activities in various simulated film production departments and film clips and related projects showcasing student activities. Students may also enter a postsecondary education program in the audio and video technology career field after completing this course. Topics covered may include terminology, safety on a set, production teams, equipment, script writing, production, editing, post-production, and professional ethics. Skills USA and	Film Production

		Technology Student Association (TSA) are examples of, but not limited to, appropriate Career, Technical Student Organizations (CTSO) for providing leadership training and for reinforcing specific career and technical skills and may be considered an integral part of the instructional program. The pre-requisite for this course is successful completion of Audio & Video Technology & Film I and Introduction to Film Production courses.	
10.5141012 10.5141022	Broadcast Video Applications	Broadcast Video Production Applications is designed to facilitate student-led projects under the guidance of the instructor, as well as provide opportunities for students to master skills necessary to gain entry level employment or to pursue a post-secondary degree or certificate. Students work cooperatively and independently in all phases of production. Topics include advanced camera techniques, audio production, scriptwriting, producing, directing, editing, employability skills, and development of a digital portfolio to include resume', references, and production samples	Audio and Video Technology and Film
Business, Management and Administration Career Cluster			
07.4413012 07.4413022	Introduction to Business and Technology	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. Introduction to Business & Technology is a course that is appropriate for all high school students. After mastery of the standards in this course, students should be prepared to earn an industry recognized credential: Microsoft Office Specialist for Word Core Certification.	• Business and Technology • Financial Services
07.4410012 07.4410022	Business and Technology	Business and Technology is designed to prepare students with the knowledge and skills to be an asset to the collaborative, global, and innovative business world of today and tomorrow. Mastery use of spreadsheets and the ability to apply leadership skills to make informed business decisions will be a highlight of this course for students. Publishing industry appropriate documents to model effective communication and leadership will be demonstrated through project-based learning. Students will use spreadsheet and database software to manage data while analyzing, organizing and sharing data through visually appealing presentation.	Business and Technology

07.4510012 07.4510022	Business Communications	As one of the most important skills for employers, students will explore the value of communication in their personal and professional life. The digital presence and impact of written and visual communication in a technological society will be addressed. Students will create, edit, and publish professional appearing business documents with clear and concise communication. Creative design, persuasive personal and professional communications will be applied through research, evaluation, validation, written, and oral communication. Leadership development and teamwork skills will be stressed as students work independently and collaboratively.	Business and Technology
06.4161012 06.4161022	Entrepreneurship	Entrepreneurship focuses on recognizing a business opportunity, starting a business, operating and maintaining a business. Students will be exposed to the development of critical thinking, problem solving, and innovation in this course as they will either be the business owner or individuals working in a competitive job market in the future. Integration of accounting, finance, marketing, business management, legal and economic environments will be developed throughout projects in this course. Working to develop a business plan that includes structuring the organization, financing the organization, and managing information, operations, marketing, and human resources will be a focus in the course. Engaging students in the creation and management of a business and the challenges of being a small business owner will be fulfilled in this course	Entrepreneurship
Education and Training Career Cluster			
13.0110012 13.0110022	Examining the Teaching Profession	Examining the Teaching Profession is the foundational course under the Teaching as a Profession pathway and prepares students for future positions in the field of education. Teaching as a Profession students study, apply, and practice the use of current technologies, effective teaching and learning strategies, the creation of an effective learning environment, the creation of instructional opportunities for diverse learners and students with special needs, and plan instruction based on knowledge of subject matter, students, community, and curriculum performance standards. Pre-requisite for this course is adviser approval.	Teaching as a Profession
13.0120012 13.0120022	Contemporary Issues in Education	This course engages the candidate in observations, interactions, and analyses of critical and contemporary educational issues. The candidate will investigate issues influencing the social and political contexts of educational settings in Georgia and the United States and actively examines the teaching profession from multiple vantage points both within and outside of the	Teaching as a Profession

		school. Against this backdrop, the candidate will reflect on and interpret the meaning of education and schooling in a diverse culture and examine the moral and ethical responsibilities of teaching in a democracy. (Mastery of standards through project-based learning, technical skills practice, and leadership development activities of the career and technical student organization Future Educators of America (FEA) will provide students with a competitive edge for either entry into the education global marketplace and/or the post-secondary institution of their choice to continue their education and training).	
13.0130012 13.0130022	Teaching as a Profession Practicum	The practicum offers a candidate in the Teaching as a Profession career pathway a field experience under the direct supervision of a certified teacher (mentor teacher). The practicum stresses observing, analyzing and classifying activities of the mentor teacher and comparing personal traits with those of successful teachers. The candidate intern will develop a portfolio of their skills, plan and teach a lesson or lessons, understand and practice confidentiality as it pertains to the teaching profession, meet the needs of students with special needs, maintain the safety of the students, practice professionalism, and demonstrate ethical behavior. Mastery of standards through project-based learning, technical skills practice, and leadership development activities of the career and technical student organization Future Educators of America (FEA) or Family, Career & Community Leaders of America (FCCLA) will provide students with a competitive edge for either entry into the education global marketplace and/or the post-secondary institution of their choice to continue their education and training.	Teaching as a Profession
20.5281012 20.5281022	Early Childhood Education I	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. The pre-requisite for this course is advisor approval.	Early Childhood Care and Education I

20.4240012 20.4240022	Early Childhood Education II	Early Childhood Education II is the second course in the Early Childhood Care and Education pathway and further prepares the student for employment in early childhood care and education services. The course provides a history of education, licensing and accreditation requirements, and foundations of basic observation practices and applications. Early childhood care, education, and development issues are also addressed and include health, safety, and nutrition education; certification in CPR/First Aid/Fire Safety; information about child abuse and neglect; symptoms and prevention of major childhood illnesses and diseases; and prevention and control of communicable illnesses.	Early Childhood Care and Education I
20.4250012 20.4250022	Early Childhood Education III	Early Childhood Education III is the third course in the Early Childhood Care and Education pathway and one option for program completers who may not have the opportunity of participating in the Early Childhood Education Internship. 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	Early Childhood Care and Education I
Energy Career Cluster			
49.5380012 49.5380022	Energy and Power: Generation, Transmission and Distribution	This is the second course in the Energy and Power: Generation, Transmission, and Distribution pathway and it 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.	Energy and Power: Generation, Transmission and Distribution RCTCM
49.5370012 49.5370022	Foundations of Energy Technology	Foundations of Energy Technologies 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, nonrenewable, and inexhaustible resources and conservation efforts. Using their acquired skills, students will further	Energy and Power: Generation, Transmission and Distribution RCTCM

		understand the many careers that exist in energy and related technologies.	
49.5390012 49.5390022	Energy Systems Applications	Energy Systems Applications is the third course in the Energy and Power: Generation, Transmission, and Distribution pathway. 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	Energy and Power: Generation, Transmission and Distribution RCTCM
Finance Career Cluster			
07.4260012 07.4260022	Financial Literacy	Areas of study taught through application in personal finance include sources of income, budgeting, banking, consumer credit, credit laws and rights, personal bankruptcy, insurance, spending, taxes, investment strategies, 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 develop financial goals and create realistic and measurable objectives to be MONEY SMART! Through project-based learning activities and tasks, students will apply mathematical concepts in realistic scenarios and will actively engage by applying the mathematics necessary to make informed decisions related to personal finance. Financial Literacy places great emphasis on problem solving, reasoning, representing, connecting and communicating financial data.	Financial Services
07.4310012 07.4310022	Banking, Investing, and Insurance	Explore the financial world as students dive into the main areas of financial services, including banking, investing, and insurance. Basics of banking and credit include a brief history of money and banking, negotiable instruments, creation of credit, and the function of banks. Methods for measuring the financial performance of financial institutions are analyzed. Students will be introduced to a variety of investment options and learn to determine the appropriate options for an investment goal. By analyzing financial reports and employing other tools to predict growth rates and return on investment, students will develop strategies to produce financial growth strategies for a business. Through projects, students will determine the risks faced by individuals and businesses and decide on the proper risk management techniques to mitigate those risks.	Financial Services Pathway

Government and Public Administration Career Cluster			
28.0110012 28.0110022	Aerospace Leadership: Citizenship 100	The Leadership 100 textbook introduces cadets to the Air Force Junior Reserve Officer Training Corps (AFJROTC) program, providing a basis for progression through the rest of the AFJROTC program while instilling elements of good citizenship. It contains sections on cadet and Air Force organizational structure; uniform wear; customs, courtesies, and other military traditions; health and wellness; fitness; individual self-control; and citizenship	JROTC Air Force (TW Josey)
28.0120012 28.0120022	Aerospace Leadership: Communicati on 200	Course description pending release of GADOE update	JROTC Air Force (TW Josey)
28.0130012 28.0130022	Aerospace Science: Global and Cultural Studies 220	Aerospace Science: Cultural Studies Cultural studies is a customized course that introduces students to the world's cultures through the study of world affairs, regional studies, and cultural awareness. The course delves into history, geography, religions, languages, culture, political systems, social issues, economics, environmental concerns, and human rights. It looks at major events and significant figures who have shaped each region. An underlying theme of the course emphasizes the impact that cultural perspectives have on interactions between people.	JROTC Air Force (TW Josey)
28.0140012 28.0140022	Aerospace Leadership: Career Exploration 300	Leadership 300 focuses on the Air Force Junior Reserve Officer Training Corp (AFJROTC) mission of "building better citizens for America." This is accomplished through excellence in citizenship, and through teaching the values of community service, responsibility, character, and self-discipline. The course is designed to equip students with essential life skills, focusing on educational and career paths. The underlying theme of the course emphasizes that responsibility in life skills supports good citizenship. Mid-Continent Research for Education and Learning (McREL) Correlated to McREL Standards for Life Work, Self-Regulation, Thinking and Reasoning, Working with Others, Behavioral Studies, and Language Arts.	JROTC Air Force (TW Josey)
28.0310012 28.0310022	JROTC Army Leadership Education 1	Junior Reserve Officer Training Corps (JROTC) is a leadership education program. This program will help students build a strong knowledge base of self-discovery and leadership skills applicable to many leadership and managerial situations. Mastery of these standards through project-based learning, service learning and leadership development activities will prepare students for 21st Century leadership responsibilities. This laboratory course is designed to	JROTC Army (ARC Hephzibah Laney)

		introduce students to the history, customs, traditions, and purpose of the Army JROTC program. It teaches students strategies to maximize their potential for success through learning and self-management. Basic leadership skills include leadership principles, values and attributes and communications skills are integrated throughout the course. High school students develop an understanding of learning style preferences, multiple intelligences, emotional intelligence, and study skills. These self- assessments will enable students to be self-directed learners. The JROTC curriculum is enhanced through physical fitness activities, extracurricular and co-curriculum.	
28.0320012 28.0320022	JROTC Army Leadership Education 2	This laboratory course is designed to build on the self-discovery skills sets taught in JROTC 1. As self- directed learners, students study the fundamentals citizenship skills, the foundation of the American political system and our Constitution. Personal responsibility and wellness are reinforced by diet, nutrition and physical fitness activities. Drug and alcohol awareness and prevention are reinforced. Students are placed in leadership roles that enable them to demonstrate an understanding of basic leadership principles, values, and attributes. The Junior ROTC curriculum is enhanced through physical fitness activities, extracurricular and co-curricular activities that support the core employability skills standards and McRel academic standards.	JROTC Army (ARC Hephzibah Laney)
28.0330012 28.0330022	JROTC Army Leadership Education 3	This laboratory course is designed to build on the leadership experiences developed during JROTC Army 1 and 2. Basic command and staff principles are introduced and include an overview of organizational roles and responsibilities. Leadership strategies, managing conflict, leading others, planning and communications skills are evaluated to improve organizational effectiveness. Career planning is investigated. The Junior ROTC curriculum is enhanced through physical fitness activities, extracurricular and co-curricular activities that support the core employability skills standards and McRel academic standards.	JROTC Army (ARC Hephzibah Laney)
28.0340012 28.0340022	JROTC Army Leadership Education 4	Junior Reserve Officer Training Corps (JROTC) is a leadership education program. This program will help students build a strong knowledge base of self-discovery and leadership skills applicable to many leadership and managerial situations. Mastery of these standards through project-based learning, service learning and leadership development activities will prepare students for 21st Century leadership responsibilities. This laboratory course is designed to build on the leadership skills developed in JROTC 3. Students develop an in-depth understanding of the branches of military service. Intermediate leadership skills include leadership principles, values and attributes and communications skills are integrated	JROTC Army (ARC Hephzibah Laney)

		throughout the course. Financial planning skills are studied through the National Endowment for Financial Education. Fundamental teaching skills are introduced. The JROTC curriculum is enhanced through physical fitness activities, extracurricular and co- curricular activities that support the core employability skills standards and McRel academic	
28.0410012 28.0410022	MCJROTC Leadership Education I	This is the initial course of Marine Corps JROTC. It includes program orientation, classroom instruction, and practical application of instructed skills. The course lays the foundations for subsequent Leadership Education courses by teaching the basics of leadership, citizenship, personal growth, appearance and responsibility, general Marine Corps knowledge, drill, and physical training. Emphasis is on introduction to leadership, citizenship, physical training, and drill. Minimum performance requirements for the course are based on successful completion of competencies according to the national Marine Corps JROTC curriculum.	JROTC Marines (Butler)
28.0420012 28.0420022	MCJROTC Leadership Education II	This is the second course of Marine Corps JROTC. It includes classroom instruction and practical application of the tasks instructed. Completion of the LE1 course is prerequisite. The course builds on the foundations attained in LE1 (leadership, citizenship, personal growth and responsibility, and general military subjects) with more emphasis around General Marine Corps subjects. Career exploration, civilian marksmanship, and first aid are introduced. Minimum performance requirements for the course are based on successful completion of competencies according to the national Marine Corps JROTC curriculum. In this course, novice leaders begin to develop their relationships in personal and practical situations.	JROTC Marines (Butler)
28.0430012 28.0430022	MCJROTC Leadership Education III	This is the third course of Marine Corps JROTC. It includes classroom instruction and practical application of instructed skills. The course builds on the foundations developed in the initial courses and begins to develop more advanced leadership skills. Leadership Education courses at this level provide elevated instruction in the basics of leadership, citizenship, personal growth, appearance and responsibility, and additional instruction and practical application general military subjects. An introduction to career awareness is also introduced. Emphasis is on development of leadership skills, citizenship, physical training and drill. Minimum performance requirements for the course are based on successful completion of competencies according to the national Marine Corps JROTC curriculum.	JROTC Marines (Butler)
28.0440012 28.0440022	MCJROTC Leadership Education IV	This is the fourth course of Marine Corps JROTC. The course builds on the foundations developed in level 3 and continues to introduce advanced leadership instruction with emphasis on motivation and discipline. Leadership Education courses at this level provide	JROTC Marines (Butler)

		elevated instruction in leadership, citizenship, personal growth, appearance and responsibility, career awareness, and general military subjects. Basic instruction on military law and land navigation are also introduced. Expanded instruction on rifle safety and marksmanship techniques build on basic instruction at level 2. Physical fitness is enhanced to include planning and supervision. Minimum performance requirements for the course are based on successful completion of competencies according to the national Marine Corps JROTC curriculum.	
28.0210012 28.0210022	Naval Science I Cadet Field Manual	The purpose of this course is to combine all information on military drill and ceremonies, uniform regulations, physical fitness, orienteering, principles of health, first aid, survival, leadership, and communications. Minimum performance requirements of this course are in accordance with current Chief of Naval Education Training Instruction, NAVEDTRA 37128. The performance standards in this course are based on the performance standards identified in the curriculum for the United States Navy Junior Reserve Officer Training Corps. 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.	JROTC Navy (Cross Creek Glenn Hills Westside)
28.0240012 28.0240022	Naval Science II Nautical Science	The purpose of this course is to introduce the various nautical sciences through classroom work and some laboratory time. The development of core skills that students should master is integrated throughout the course and includes geography, oceanography, astronomy, physical science, meteorology, and weather. Minimum performance requirements of this course are in accordance with current Chief of Naval Education Training Instruction, NAVEDTRA 37128. The performance standards in this course are based on the performance standards identified in the curriculum for the United States Navy Junior Reserve Officer Training Corps. 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.	JROTC Navy (Cross Creek Glenn Hills Westside)
28.0250012 28.0250022	Naval Science III Naval Knowledge	The purpose of this course is to further the foundation in citizenship and leadership established in Naval Science One and Two and to expound upon the virtues of the United States citizenship with knowledge of uses of the world's waterways through the viewpoint of National power and International law. Minimum performance requirements of this course are in accordance with current Chief of Naval Education Training Instruction, NAVEDTRA 37128. The performance standards in this course are based on the performance standards identified in the curriculum	JROTC Navy (Cross Creek Glenn Hills Westside)

		for the United States Navy Junior Reserve Officer Training Corps. 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.	
28.0270012 28.0270022	Naval Science IV Naval Leadership and Ethics	The purpose of this course is to take a more in-depth look at what leadership is and to learn how to maximize leadership abilities. More importantly, this course will assist the student in adding the polish necessary to be a truly effective leader in the NJROTC unit, school, community, and in life. Minimum performance requirements of this course are in accordance with current Chief of Naval Education Training Instruction, NAVEDTRA 37128. The performance standards in this course are based on the performance standards identified in the curriculum for the United States Navy Junior Reserve Officer Training Corps. 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.	JROTC Navy (Cross Creek Glenn Hills Westside)
28.0280012 28.0280022	Naval Science IV Effective Communication	The purpose of this course is to teach the students the techniques of effective communication, which is one of the most important skills that a good leader must develop to be successful. Minimum performance requirements of this course are in accordance with current Chief of Naval Education Training Instruction, NAVEDTRA 37128. The performance standards in this course are based on the performance standards identified in the curriculum for the United States Navy Junior Reserve Officer Training Corps. 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	JROTC Navy (Cross Creek Glenn Hills Westside)
Health Science Career Cluster			
25.5210012 25.5210022	Introduction to Healthcare Science	Introduction to Healthcare Science is the foundational course for all Health Science pathways and is a prerequisite for all other Healthcare Science pathway courses. This course will enable students to receive initial exposure to the many Healthcare Science careers as well as employability, communication, and technology skills necessary in the healthcare industry. The concepts of human growth and development, interaction with patients and family members, health, wellness, and preventative care are evaluated, as well as the legal, ethical responsibilities of today's healthcare provider. Fundamental healthcare skills development is initiated including microbiology, basic life support and first aid. This course will provide students with a competitive edge to be the better candidate for either entry into the	1st course in all Health Science Pathways- ARJ

		healthcare global marketplace and/or the post-secondary institution of their choice to continue their education and training.	A R Johnson
25.4400012 25.4400022	Essentials of Healthcare	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. The pre-requisite for this course is Introduction to Healthcare.	2nd course in all Health Science Pathways *Except Dental (ARJ ONLY Embedded Course – students who pass will also receive credit for Human Anatomy & Physiology 26.07300xx)
25.4500041 25.4500042	Emergency Medical Responder **	The Emergency Medical Responder (EMR) course prepares the student to provide initial stabilizing care to the sick or injured prior to the arrival of Emergency Medical Services Professionals (EMS), and to assist EMS personnel in transporting patients for definitive care at an appropriate hospital/facility. Major areas of instruction include Introductory Medical Terminology and Anatomy & Physiology; Responder Safety; Incident Command; Blood-borne Pathogen Training; Basic Physical Assessment; and Treatment of Trauma and Medical Emergencies; Cardiopulmonary Resuscitation and the use of Automatic External Defibrillators (AEDs). The course is a blend of lecture, hands on lab/learning, and practical scenario-based learning/testing.	Therapeutic Services / Emergency Medical Responder A R Johnson
25.4360012 25.4360022 25.4360041 25.4360042	Patient Care Fundamental **	This course is designed to provide students interested in careers that involve patient care with entry level skills most commonly associated with the career Nursing Assistant. The students are required to meet both national and intrastate professional guidelines as designated by applicable regulatory agencies such as the Occupational Health and Safety Administration (OSHA), Center for Disease Control (CDC), and the Department of Health and Human Services (HHS) with a specific focus on the Omnibus Budget Reconciliation Act of 1987 (OBRA) and the Health Insurance Portability and Accountability Act of 1996 (HIPAA). Upon completion of this course and its prerequisites, this course meets the Certified Nurse Assistant curriculum content as specified by the Alliant Health Solutions. Students meeting all academic, attendance, and age requirements may sit for the Georgia Registry's Examination. Successful completion of the Georgia Registry Examination allows students to seek employment in the state of Georgia as a Certified Nurse Assistant.	Therapeutic Services/ Patient Care A R Johnson

25.4490012 25.4490022 25.4490041 25.4490042	Patient Care Technician **	This optional fourth course is designed to offer senior students the opportunity to become effective and efficient multi-skilled healthcare providers by practicing skills learned in Patient Care Fundamentals and developing a working knowledge of advanced patient care skills, including basic cardiology, 12-lead EKG's, oxygen therapy, basic phlebotomy, and specimen collection and processing. When taken as the fourth course in the Therapeutic Services – Patient Care Fundamentals pathway, students successfully completing the requirements may be eligible to sit for Patient Care Technician Certification. The prerequisites for this course include Introduction to Healthcare Science, Essentials of Healthcare, and Patient Care Fundamentals.	Optional Fourth Health Science Courses A R Johnson
25.4460012 25.4460022	Sports Medicine	Sports Medicine is the third course in the Therapeutic Services/Sports Medicine Career Pathway. 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. The prerequisites for this course are Introduction to Healthcare and Essentials of Healthcare. Mastery of these standards through project-based learning, technical-skills practice, and leadership-development activities of the career and technical student organization will provide students with a competitive edge for entry into either the healthcare global marketplace or a postsecondary institution to pursue further education and training. ***Course meets 4th science requirement***	Therapeutic Services / Sports Medicine Pathway
Hospitality and Tourism – Culinary Arts Career Cluster			
20.5310012 20.5310022	Introduction to Culinary Arts	Introduction to Culinary Arts is the foundational course designed to introduce students to fundamental food preparation terms, concepts, and methods in Culinary Arts where laboratory practice will parallel class work. Fundamental techniques, skills, and terminology are covered and mastered with an emphasis on basic kitchen and dining room safety, sanitation, equipment maintenance and operation procedures. The course also provides an overview of the professionalism in the culinary industry and career opportunities leading into a career pathway to Culinary Arts.	Culinary Arts

20.5321012 20.5321022	Culinary Arts I	As the second course in the Culinary Arts Career Pathway, the prerequisite for this course is Introduction to Culinary Arts. Culinary Arts I is designed to create a complete foundation and understanding of Culinary Arts leading to postsecondary education or a food-service career. This fundamentals course begins to involve in-depth knowledge and hands-on skill mastery of culinary arts.	Culinary Arts
20.5331012 20.5331022	Culinary Arts II **	Culinary Arts II is an advanced and rigorous in-depth course designed for the student who is continuing in the Culinary Arts Pathway and wishes to continue their education at the postsecondary level or enter the food-service industry as a proficient and well-rounded individual. Strong importance is given to refining hands-on production of the classic fundamentals in the commercial kitchen.	Culinary Arts
Hospitality and Tourism – Sports Marketing Career Cluster			
08.4740012 08.4740022	Marketing Principles	Marketing Principles is the foundational course for the Marketing and Management, Fashion Merchandising and Buying, and Marketing Communications and Promotion Pathways. Marketing Principles addresses all the ways in which marketing satisfies consumer and business needs and wants for products and services. Students develop a basic understanding of 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, work-based learning activities including School-Based Enterprises, and DECA application experiences should be incorporated in this course. Pre-requisite for this course is advisor approval.	Sports and Entertainment Marketing
08.4780012 08.4780022	Introduction to Sports/ Entertainment Marketing	This course introduces the student to the major segments of the Sports and Entertainment Industry and the social and economic impact the industry has on the local, state, national, and global economies. The products and services offered to consumers and the impact of marketing on these products and services are examined. Units include Business Fundamentals, Product Mix, Product Knowledge, Product/Service Management, Business Regulations, Interpersonal Skill, Selling, Marketing Information Management, Economics, Distribution, Pricing, Advertising, Publicity/Public Relations, Sales Promotion, Business Risks, and Organization.	Sports and Entertainme nt Marketing
08.4850012 08.4850022	Advanced Sports and Entertainment Marketing	This course provides students opportunities to develop managerial and analytical skills and deepen their knowledge in sports/entertainment marketing. Topical units include Marketing Information Management, Selling, Publicity/Public Relations, Sales Promotion,	Sports and Entertainment Marketing

		Management of Promotion, Product Mix, Pricing, Positioning, and Marketing Planning.	
08.4530012 08.4530022	Hospitality, Recreation and Tourism Essentials	The second course in the Hospitality, Recreation and Tourism Pathway educates students on the basics of marketing and business in relation to the hospitality, recreation, and tourism industry in the U.S. and abroad. Students will study destination geography, world economies, and historical timelines related to major segments of the hospitality industry. Students will determine how the HRT industry uses marketing to achieve goals. The vital roles of group, convention and meeting planning, human relations, communications, and ethics will be examined along with the recreation industry segment.	Hospitality, Recreation and Tourism
08.4540012 08.4540022	Hospitality, Recreation and Tourism Management	The third course in the Hospitality, Recreation and Tourism (HRT) Pathway will ensure that students develop a leadership perspective about social, environmental, economic and consumer factors impacting the HRT industry. Students will analyze operations, control systems, management structures, service levels, cost effective operations and related technology. Students will demonstrate skills in handling legal and liability issues and human resources functions. Throughout the course, students will develop an innate understanding that exemplary customer service skills define success in the industry.	Hospitality, Recreation and Tourism
Human Services – Family and Consumer Sciences Career Cluster			
20.4161012 20.4161022	Food, Nutrition and Wellness	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.	Nutrition and Food Science
20.4140012 20.4140022	Food for Life	Food for Life is an advanced course in food and nutrition that addresses the variation in nutritional needs at specific stages of the human life cycle: lactation, infancy, childhood, adolescence, and adulthood including elderly. The most common nutritional concerns, their relationship to food choices and health status and strategies to enhance well- being at each stage of the lifecycle are emphasized. This course provides knowledge for real life and offers students a pathway into dietetics, consumer foods, and nutrition science careers with additional education at the post-secondary level. ***Course meets 4th science requirement***	Nutrition and Food Science

20.4181012 20.4181022	Food Science	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. Related careers will be explored. ***Course meets 4th science requirement***	Nutrition and Food Science
Personal Care Services Cluster			
12.5440012 12.5440022 12.5440020 (MBCC Only)	Introduction to Personal Care Services	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. Pre-requisite for this course is advisor approval.	Personal Care Services • Cosmetology • Barbering • Nails
12.4100012 12.4100022 12.4100020 (MBCC Only)	Cosmetology Services II	This course as well as additional advanced cosmetology courses is aligned with the Georgia State Board of Cosmetology requirements and licensure, and with the Technical College System of Georgia. This course is designed to enhance the understanding of anatomy of the skin and hair relating 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.	Personal Care Services-Cosmetology
12.4110012 12.4110022 12.4110020 (MBCC Only)	Cosmetology Services III	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. The prerequisites for the course are Introduction to Personal Care Services and Cosmetology Services II	Personal Care Services-Cosmetology

12.4120020 (MBCC Only)	Cosmetology Services IV	This course is designed to increase knowledge and skills in cosmetology competencies including, advanced hair color techniques, color correction, haircutting, hairstyling, facials, waxing, lash and brow tint and nail services. Students will earn credit hours toward the completion of the 1500 training hours (250 theory + 1250 service application hours) required by the Georgia State Board of Cosmetology. In addition, this course offers the possibility of meeting articulation alignment with the technical colleges or other postsecondary options. This course includes required theory and practical applications. This course provides more in-depth competencies for the co-curricular student organization SkillsUSA and presents integral components that should be incorporated throughout instructional strategies developed for the course.	Pre-requisite: Introduction to Personal Care Services, Cosmetology II and III
12.5510012 12.5510022 12.5510020 (MBCC Only)	Cosmetology Intern I	Course description pending release of GADOE update	Pre-requisite: Introduction to Personal Care Services, Cosmetology II and III
12.5520020 (MBCC Only)	Cosmetology Intern II	Course description pending release of GADOE update	Pre-requisite: Introduction to Personal Care Services, Cosmetology II and III
12.4200020 (MBCC Only)	Barbering II	This course is designed as an introductory level course for the Barbering Pathway and presents intermediate skills and knowledge related to barbering and scientific and mathematical corollaries. Clinical activities are included in this phase of study. Clinicals included in this course involve: individualized and precise designing, cutting, and shaping of the hair. Students will earn credit hours toward the completion of the 1500 credit hours required by Georgia State Board of Barbers. According to the State Board of Barbering, each student must obtain 280 total hours of theory training before the student is allowed to render clinical services.	Personal Care Services- Barbering MBCC Only
12.4210020 (MBCC Only)	Barbering III	This course will provide higher level skills that the students can transfer to post-secondary barber schools. Students are required to meet both national and intrastate professional guidelines as designated by applicable regulatory agencies such as the Occupational Health and Safety Administration (OSHA) and the Georgia Board of Barbering. The knowledge and skills gained through this course will assist students in the analysis and performance of professional services such as haircutting and styling, mustache and beard design, facials, shaves and scalp treatments. In addition, this course offers the possibility of meeting articulation alignment with the technical college standards. This course is considered broad-based with high impact in the personal care service industry. Students will achieve	Personal Care Services- Barbering MBCC Only

		technical content skills necessary to pursue a full range of careers in this program.	
12.4700020 (MBCC Only)	Nail Care Services II	Nail Care II provides training in manicuring, pedicuring and advanced nail techniques. Topics include implements, products and supplies, diseases and disorders, advanced manicure techniques, pedicure techniques, nail product and general safety precautions and practices, and advanced nail techniques (acrylics, wraps, tips and gel). By completing courses in nail care, students can potentially earn credit toward the hours required by the Georgia State Board of Cosmetology or hours toward their license as a nail technician. This course provides more in-depth competencies for the co- curricular student organization SkillsUSA and presents integral components that should be incorporated throughout the course. In addition, this course offers the possibility of meeting articulation alignment with the technical college standards. The prerequisite for this course is Introduction to Personal Care Services.	Personal Care Services – Nails MBCC Only
12.4712220 (MBCC Only)	Nail Care Services III	This course is designed to provide advanced training for employment in nail care careers. Academic knowledge and skills related to cosmetology are reviewed. Instruction includes advanced training in disinfection and sanitation processes and nails care and meets the Georgia State Board of Cosmetology and Regulation requirements for licensure upon passing the state examination. Students apply, combine, and justify knowledge and skills to a variety of settings and problems. This course provides more in-depth competencies for the co-curricular student organization SkillsUSA and presents integral components that should be incorporated throughout the course. In addition, this course offers the possibility of meeting articulation alignment with the technical college standards. The pre-requisites for this course are Introduction to Personal Care Services and Nail Care Services II.	Personal Care Services – Nails MBCC Only
Information Technology Career Cluster			
11.4460012 11.4460022 11.4460020 (Cyber Only)	Introduction to Software Technology	Introduction to Software Technology is the foundational course for Cloud Computing, Computer Science, Game Design, Internet of Things, Programming, Web and Digital Design, and Web Development pathways. This course is designed for high school students to understand, communicate, and adapt to a digital world as it impacts their personal life, society, and the business world. Exposure to foundational knowledge in programming languages, software development, app creation, and user interfacing applications are all taught in a computer lab with hands-on activities and project- focused tasks.	• Cybersecurity • Computer Science • Networking • Web and Digital Design • Programming • Game Design

11.4480012 11.4480022 11.4480020 (Cyber Only)	Introduction to Hardware Technology	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.	Cyber Security
11.4610012 11.4610022 11.4610020 (Cyber Only)	Networking Fundamentals	Various forms of technologies will be used to expose students to resources, software, and applications of networking. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of the employability skills standard for this course. Networking Fundamentals is the second course in the Networking pathway in the Information Technology cluster. Students enrolled in this course should have successfully completed Introduction to Digital Technology.	Networking
11.4620012 11.4620022	Networking Systems and Support	Various forms of technologies will be used to expose students to resources, software, and applications of networking. 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. Future Business Leaders of America (FBLA), are integral components of the employability skills standard for this course. Networking Systems & Support is the third course in the Networking pathway in the Information Technology cluster. Students enrolled in this course should have successfully completed Introduction to Digital Technology and Networking Fundamentals course. After mastery of the standards in this course, students should be prepared to take the end of pathway assessment in this career area.	Networking

11.0190014 11.0190024 11.0190020 (Cyber Only)	Advanced Placement Computer Science Principles	Course description pending release from GADOE. *Course meets 4th science, or 4th mathematics, or world language requirement; Two computer science courses from the same pathway will satisfy 2 years of sequenced foreign language courses.* *AP Disclaimer: Advanced Placement (AP) courses and their instructional frameworks and curriculum are solely owned and endorsed by the College Board. The contents of these courses have not been reviewed or approved by the Georgia Department of Education. As with any curriculum, school districts should use a process for reviewing, approving, and adopting AP courses and instructional frameworks that engage students, parents, educators, and community stakeholders. Curricula and training should abide by state and local policies, including House Bill 1084 – which requires that the curriculum of exempted AP courses be implemented in a professionally and academically appropriate manner and without espousing personal political beliefs. Specific guidelines and expectations for each course may be found at Course & Exam Pages – AP Central | College Board.*	Computer Science
11.4720012 11.4720022	Programming Games, Apps and Society	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. *Course meets 4th science, or 4th mathematics, or world language requirement; Two computer science courses from the same pathway will satisfy 2 years of sequenced foreign language courses.*	Programming
11.4510012 11.4510022	Digital Design	Using web design as the platform for product design and presentation, students will create and learn digital media applications using elements of text, graphics, animation, sound, video and digital imaging for various format. The digital media and interactive media projects developed and published showcase the student skills and ability. Emphasis will be placed on effective use of tools for interactive multimedia production including storyboarding, visual development, project management, digital citizenship, and web processes. Students will create and design web sites that incorporate digital media elements to enhance content of web site.	Web and Digital Design
11.4520012 11.4520022	Web Design	Taking this course will equip students will the ability to plan, design, and create a web site. Students will move past learning how to write code and progress to designing a professional looking web site using graphical authoring tools that contains multimedia elements. Working individually and in teams, students will learn to work with web page layout and graphical elements to create a professional looking web site. Various forms of technologies will be used to expose students to resources, software, and applications of web design. Professional communication skills and practices,	Web and Digital Design

		problem-solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of the employability skills standard for this course	
11.4250012 11.4250022	Web Development	This course, with Hypertext Markup Language (HTML) and Cascading Style Sheet (CSS) as its foundation, will teach students to develop and design responsive web sites through coding, testing, debugging and implementation of web-based services. This course will also allow students to learn about content management systems, client-side languages, server- side languages, and database concepts. The course is designed to give students foundational knowledge of "front-end" and "back-end" development to address the presentation and data access layers of web site development. *Course meets 4th science, or 4th mathematics, or world language requirement; Two computer science courses from the same pathway will satisfy 2 years of sequenced foreign language courses.*	Web Development
11.4470012 11.4470022	Cloud Computing	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. *Course meets 4th science, or 4th mathematics, or world language requirement; Two computer science courses from the same pathway will satisfy 2 years of sequenced foreign language courses.*	
11.4710012 11.4710022 11.4710020 (Cyber only)	Computer Science Principles	Computer Science Principles is an intellectually rich and engaging course that is focused on building a solid understanding and foundation in computer science. This course emphasizes the content, practices, thinking and skills central to the discipline of computer science. 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	• Computer Science • Game Design • Programming Web Development

		artifacts, abstracting, analyzing problems and artifacts, communicating, and collaborating. Various forms of technologies will be used to expose students to resources and application of computer science. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. *Course meets 4th science, or 4th mathematics, or world language requirement; Two computer science courses from the same pathway will satisfy 2 years of sequenced foreign language courses.*	
11.4810012 11.4810022 11.4810020 (Cyber only)	Introduction to Cybersecurity	Introduction to Cybersecurity is designed to provide students the basic concepts and terminology of cybersecurity. The course examines how the concept of security integrates into the importance of user involvement, security training, ethics, trust, application of cybersecurity practices and devices, and best practices management. The fundamental skills cover internal and external threats to network security and design, how to enforce network level security policies, how to protect an organization's information, and a broad range of other topics. Introduction to Cybersecurity is the second course in the Cybersecurity career pathway of the Information Technology Career Cluster and primarily focuses on the National Cybersecurity Workforce Framework category Protect and Defend and the Computer Network Defense work roles. Students enrolled in this course should have successfully completed Introduction to Digital Technology.	Cyber Security
11.4820012 11.4820022 11.4820020 (Cyber only)	Advanced Cybersecurity	Advanced Cybersecurity is designed to provide students the advanced concepts and terminology of cybersecurity. The course explores the field of cybersecurity with updated content including new innovations in technology and methodologies. It builds on existing concepts introduced in Introduction to Cybersecurity and expands into malware threats, cryptography, organizational security, and wireless technologies. Advanced Cybersecurity is the third course in the Cybersecurity career pathway in the Information Technology Career Cluster. Students enrolled in this course should have successfully completed Introduction to Digital Technology and Introduction to Cybersecurity.	Cyber Security
11.0160014 11.0160024	AP Computer Science	The AP Computer Science A course is an introductory course in computer science. Because the design and implementation of computer programs to solve problems involve skills that are fundamental to the study of computer science, a large part of the course is built around the development of computer programs that correctly solve a given problem. These programs should	Computer Science Game Design Programming Web Development

		be understandable, adaptable, and, when appropriate, reusable. At the same time, the design and implementation of computer programs is used as a context for introducing other important aspects of computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, the study of standard algorithms and typical applications, and the use of logic and formal methods. *Course meets 4th science, or 4th mathematics, or world language requirement; Two computer science courses from the same pathway will satisfy 2 years of sequenced foreign language courses.* *AP Disclaimer: Advanced Placement (AP) courses and their instructional frameworks and curriculum are solely owned and endorsed by the College Board. The contents of these courses have not been reviewed or approved by the Georgia Department of Education. As with any curriculum, school districts should use a process for reviewing, approving, and adopting AP courses and instructional frameworks that engage students, parents, educators, and community stakeholders. Curricula and training should abide by state and local policies, including House Bill 1084 – which requires that the curriculum of exempted AP courses be implemented in a professionally and academically appropriate manner and without espousing personal political beliefs. Specific guidelines and expectations for each course may be found at Course & Exam Pages – AP Central | College Board.*	
11.4290020 (Cyber only)	Game Design: Animation and Simulation	Students completing this course will gain an understanding of the fundamental principles used at every stage of the game creation process. First, game genres and modes of play are explored in terms of the psychology of incentives, motivation to play, and social networking. Next, virtual characters and non-player characters are reviewed from concept drawing to 2D and 3D art, rigging, and animation. Finally, level design, storytelling, and animation are added to develop a virtual world around the characters. These same techniques are at work in training simulator systems, virtual shopping experiences, augmented reality, and many other important career options. Schools offering this program can provide a foundation of traditional drawing, illustration, and art courses to make way for the 2D and 3D animation, storytelling, character development, audio, and game technology. *Course meets 4th science, or 4th mathematics, or world language requirement; Two computer science courses from the same pathway will satisfy 2 years of sequenced foreign language courses.*	Game Design
Law, Public Safety, Corrections and Security Career Cluster			
43.4500012 43.4500022	Introduction to Law, Public Safety, Corrections and Security	Introduction to Law, Public Safety, Corrections, and Security (LPSCS) is the pre-requisite for all other courses within the Career Cluster. This course provides students with career-focused educational opportunities in various LPSCS fields. It examines the basic concepts of law related to citizens' rights and the responsibilities, and students will receive instruction in critical skill areas including communicating with diverse groups, conflict resolution, ethics, CERT (Citizens Emergency Response Training, or similar program), basic firefighting, report writing, terrorism, civil and criminal law. Career planning and employability skills will be emphasized.	Corrections Services

43.4510012 43.4510022	Criminal Justice Essentials	Criminal Justice Essentials provides an overview of the criminal justice system. Starting with historical perspectives of the origin of the system, the course reviews the overall structure. Students will become immersed in criminal and constitutional law and will review basic law enforcement skills. The course ends with a mock trial to provide participants with a first- hand experience of the criminal justice system. The course will also provide in-depth competencies and components for the co-curricular SkillsUSA student organization that should be incorporated throughout instructional strategies of the course. Participation in additional student organizations that align with Law, Public Safety, Corrections and Security pathways (i.e. mock trial) is encouraged to enhance standards addressed in the curriculum.	This is the 2nd course in • Corrections Services • Security and Protective Services • Law Enforcement Services / Public Safety Communications • Law Enforcement • Services / Criminal Investigations • Forensic Science
43.4530012 43.4530022	Forensic Science and Criminal Investigations	Forensic Science and Criminal Investigations is a course designed to contextualize scientific principles within the career studies of students interested in criminal justice. The course will utilize scientific equipment; therefore, instructors should have access to a science lab if their Career and Technical Education lab is not equipped. Students will study the forensic application of principles of chemistry, biology, physics and other disciplines. Students will utilize chromatography, electrophoresis, microscopic observation, and other scientific techniques in their studies. Students will also learn some investigative techniques and crime scene investigation skills through the lens of the scientific method. ***Course meets 4th science requirement***	Law Enforcement Services / Forensics Science
Manufacturing Career Cluster			
21.4410012 21.4410022 21.4410080	Foundations of Manufacturing and Materials Science	Foundations of Manufacturing and Materials Science is the introductory course for the Manufacturing career pathway. This course provides students with opportunities to become familiar with related careers and develop fundamental technological literacy as they learn about the history, systems, and processes of manufacturing. In addition, the course will provide an overview of the safe use of tools and equipment used in the industry.	Manufacturing RPM
21.4450012 21.4450022 21.4450080 (RPM ONLY)	Robotics and Automated Systems	Upon completing this course, students will be able to apply their knowledge of computer aided design (CAD), computer numerical control (CNC), robotics, computer assisted manufacturing (CAM), programmable logic controllers (PLC), automated guided vehicles (AGV), and computer integrated manufacturing (CIM).	Manufacturing RPM

21.4440012 21.4440022 21.4440080 (RPM ONLY)	Production Enterprises	The purpose of this course is to give students an understanding of how to design and implement a production system. Students learn how businesses engage in the production of products beginning with pre-production activities and continuing through post-production activities. Additionally, students will learn about the historical and societal impact of production. Students will also develop an understanding of careers available in manufacturing and the skills and education required for those careers.	Manufacturing RPM
Marketing Career Cluster			
08.4740012 08.4740022	Marketing Principles	Marketing Principles is the foundational course for the Marketing and Management, Fashion Merchandising and Buying, and Marketing Communications and Promotion Pathways. Marketing Principles addresses all the ways in which marketing satisfies consumer and business needs and wants for products and services. Students develop a basic understanding of 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, work-based learning activities including School-Based Enterprises, and DECA application experiences should be incorporated in this course. Pre-requisite for this course is advisor approval.	• Marketing and Management • Fashion, Merchandising and Retail Management • Sports and Entertainment • Marketing
08.4410012 08.4410022	Marketing and Entrepreneurship	Marketing and Entrepreneurship is the second course in the Marketing and Management Career Pathway. Marketing and Entrepreneurship begins an in-depth and detailed study of marketing while also focusing on management with specific emphasis on small business ownership. This course builds on the theories learned in Marketing Principles by providing practical application scenarios which test these theories. In addition, Marketing and Entrepreneurship focuses on the role of the supervisor and examines the qualities needed to be successful.	Marketing and Management
08.4420012 08.4420022	Marketing Management	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.	Marketing and Management

08.4210012 08.4210022	Fashion, Merchandising and Retailing Essentials	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	Fashion, Merchandising and Retail Management
08.4220012 08.4220022	Advanced Fashion, Merchandising and Retailing	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.	Fashion, Merchandising and Retail Management
Science, Technology, Engineering, and Math Career Cluster			
21.4250012 21.4250022	Foundations of Engineering and Technology	The Foundations of Engineering and Technology is the introductory course for the Engineering and Technology Education pathways. 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. The pre-requisite for this course is advisor approval.	Engineering and Technology
21.4710012 21.4710022	Engineering Concepts	Engineering Concepts is the second course in the Engineering and Technology Pathway. Students will learn to design technical solutions to engineering problems using a whole systems approach to engineering design. Students will demonstrate the application of mathematical tools, teamwork, and communications skills in solving various design challenges, while maintaining a safe work environment. The prerequisite for this course is Foundations of Engineering and Technology.	Engineering and Technology
21.4720012 21.4720022	Engineering Applications	Engineering Applications is the third course in the Engineering and Technology Pathway. Students will apply their knowledge of Science, Technology, Engineering, and Math (STEM) to develop solutions to technological problems. Solutions will be developed using a combination of engineering software and prototype production processes. Students will use market research, cost benefit analysis, and an understanding of the design cycle to create and present design, marketing, and business plans for	Engineering and Technology

		their solutions. A capstone project will allow students to demonstrate their depth of knowledge of the engineering design process and prepare them for future opportunities in the field of engineering. The prerequisite for this course is Engineering Concepts.	
48.5420012 48.5420022	Survey of Engineering Graphics	Survey of Engineering Graphics is the second course in the Engineering Drafting and Design Career Pathway. The course is designed to build student skills and knowledge in the field of engineering graphics/technical drafting. The course focus includes employability skills, career opportunities, applied math, working drawings that include sectional, auxiliary, detail and pictorial views, and pattern developments. In addition, elements in applied mathematics are integrated throughout the course. The prerequisite for this course is Introduction to Drafting & Design.	Engineering Drafting and Design
48.5430012 48.5430022	3-D Modeling and Analysis	Three-Dimensional (3D) Modeling and Analysis is a one-credit course that completes the pathway in Engineering Drafting and Design. Reverse engineering strategies are recommended for third level working drawings. Computer-aided design (CAD) is recommended for use extensively with each standard in the course. Focus is on employability strategies, career studies, applied math, fasteners, working drawings, and assembly drawings. The final culmination is a presentation project that contains information mastered throughout the three courses. The prerequisite for this course is Survey of Engineering Drafting & Design.	Engineering Drafting and Design
21.4520012 21.4520022	Foundations of Electronics	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. The pre- requisite for this course is advisor approval.	Electronics
21.4530012 21.4530022	Advanced AC and DC Circuits	As the second course in the Electronics Pathway, this course is designed for students 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, real world problem solving, and abstract reasoning that encourage the student to become an investigative lifelong learner. Students will create artifacts that demonstrate application of competencies in technical, academic, cognitive, and personal skills through daily work, team work, and homework, formative and informative assessments. The prerequisite for this course is Foundations of Electronics.	Electronics

21.4540012 21.4540022	Digital Electronics	As the third course in the Electronics pathway, the Digital Electronics course provides students with 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. Students will create artifacts that demonstrate application of competencies in technical, academic, cognitive, and personal skills through daily work, team work, and homework, and assessments. Assessments will demonstrate how students meet mastery for each standard. Students may be assessed through daily habits, homework, in- class assignments, examinations and project evaluation.	Electronics
Transportation, Distribution and Logistics Career Cluster			
47.4500012 47.4500022	Automotive Technologies 1	This course is designed as the foundational course for the General Automotive Technology pathway. Students in this course will learn the basic skills needed to gain employment as an entry level automotive technician. Students will be exposed to courses in automotive preventative maintenance, brakes, steering and suspension, electrical systems, engine repair, engine performance, automatic transmission, manual transmission and differential & automotive HVAC. The hours completed in this course are aligned with ASE standards and are a base for the entry-level technician.	General Automotive Technology
47.4510012 47.4510022 47.4510041 47.4510042	Automotive Technologies 2	This course is designed as the second course for the General Automotive Technology Pathway. Students in this course will learn the basic skills needed to gain employment as an entry level automotive technician. Students will be exposed to courses in automotive preventative maintenance, brakes, steering and suspension, electrical systems, engine repair, engine performance, automatic transmission, manual transmission and differential & automotive HVAC. The hours completed in this course are aligned with ASE standards and are a base for the entry-level technician. The prerequisite for this course is advisor approval and successful completion of Automotive Technologies 1.	General Automotive Technology
47.4520012 47.4520022 47.4520041 47.4520042	Automotive Technologies 3 **	This course is designed as the third course for the General Automotive Technology Pathway. Students in this course will learn the basic skills needed to gain employment as an entry level automotive technician. Students will be exposed to courses in automotive preventative maintenance, brakes, steering and suspension, electrical systems, engine repair, engine performance, automatic transmission, manual transmission and differential & automotive HVAC. The hours completed in this course are aligned with ASE standards and are a base for the entry-level technician. The prerequisite for this course is advisor approval and successful completion of Auto Tech 2	General Automotive Technology

47.4600012 47.4600022	Fundamentals of Aerospace	This course is designed as the foundational course for both the Aviation Maintenance and the Flight Operations pathways. Students will gain a fundamental knowledge base in aviation history and regulations, the basic principles of flight, aerospace careers, and factors influencing work systems, aerospace technologies, and basic aviation meteorology. These concepts can later be applied to various aerospace occupations. Classroom and lab activities will assure students a thorough understanding of the aerospace environment. The pre-requisite for this course is advisor approval.	Unmanned Aircraft Systems
47.4880012 47.4880022	Flight Operations I	Navigation and Communication are essential to the safe operation of aircraft within the airspace system. This course provides a foundation that enables the student to apply the basics of aircraft navigation and utilize efficient communication methods for safe aircraft operations. The prerequisite for this course is Fundamentals of Aerospace.	Unmanned Aircraft Systems
47.4891012 47.4891022	Unmanned Aircraft Systems	This course provides a foundation to prepare a student to earn a commercial license to pilot an unmanned aircraft system. Topics discussed include weather and effects of weather on an unmanned aircraft; types and uses of unmanned aircraft; pre- flight planning and checks; FAA requirements; technology and remote instrumentation; radio communications, plus much more. Students have an opportunity to earn their remote pilot license by taking and successfully passing the FAA Part 107 Exam.	Unmanned Aircraft Systems
Special Programs			
32.4300012 32.4300022 32.4300020 (MBCC Only)	Introduction to Career Competencies	Workforce Ready Pathway Course 1: In this course students acquire employability skills that ease their transition to the workforce. Specific skills within the course provide additional opportunities for students to sharpen academic and employability skills, financial literacy, multiple forms of communication strategies, mastery of technology and specific-related tools, workplace safety, and self-advocacy approaches. These essential skills and concepts are taught to meet the academic and workplace skill-needs of students.	Workforce Ready Pathway Course
32.4310012 32.4310022 32.4310020 (MBCC Only)	Career Competencies	Workforce Ready Pathway Course 2: In this course students acquire employability skills that ease their transition to the workforce. Specific skills within the course provide additional opportunities for students to sharpen academic and employability skills, financial literacy, multiple forms of communication strategies, mastery of technology and specific-related tools, workplace safety, and self-advocacy approaches. These essential skills and concepts need to be taught in an individualized basis to meet the academic and workplace skill-needs of students.	Workforce Ready Pathway Course

32.4320012 32.4320022 32.4320020 (MBCC Only)	Advanced Career Competencies	Workforce Ready Pathway Course 3: In this course students acquire employability skills that ease their transition to the workforce. Specific skills within the course provide additional opportunities for students to sharpen academic and employability skills, financial literacy, multiple forms of communication strategies, mastery of technology and specific-related tools, workplace safety, and self-advocacy approaches. These essential skills and concepts need to be taught in an individualized basis to meet the academic and workplace skill-needs of students.	Workforce Ready Pathway Course
35.0610090 **35.0620090** **35.0630090** **(Cyber Only)**	Study Skills I Study Skills II Study Skills III	Course description pending release of GADOE update.	

Fine Arts Course Options and Descriptions

Course Number	Course	Description
50.0211012 50.0211022	Visual Arts Comprehensive I	Introduces art history, art criticism, aesthetic judgment, and studio production. Emphasizes the ability to understand and use elements and principles of design through a variety of media, processes, and visual resources. Explores master artworks for historical and cultural significance.
50.0212012 50.0212022	Visual Arts Comprehensive II	Enhances level-one skills in art history, art criticism, aesthetic judgment, and studio production. Emphasizes and reinforces knowledge and application of the design elements and their relationship to the principles of design. Explores different two- and three-dimensional art media and processes. Investigates master artworks to increase awareness and to examine the role of art and the artist in past and contemporary societies.
50.0311012 50.0311022	Visual Arts/ Drawing I	Explores a variety of drawing techniques and media. Emphasizes development of basic drawing skills and critical analysis skills for responding to master drawings. Examines solutions to drawing problems through student drawings and those of other artists. Covers Western and non-Western cultures.
50.0312012 50.0312022	Visual Arts/ Drawing II	Enhances level-one skills in technique and provides further exploration of drawing media. Reinforces basic drawing skills and critical analysis skills for responding to master drawings of different historical styles and periods. Examines solutions to drawing problems through student drawings and those of other artists.
50.0321012 50.0321022	Visual Arts/ Painting I	Explores a variety of techniques and wide range of painting media. Emphasizes developing basic painting and critical analysis skills for responding to master paintings. Examines solutions to painting problems through the study of color theory and composition. Emphasizes the concept and development of personal style. Covers Western and non-Western cultures.
50.0322012 50.0322022	Visual Arts/ Painting II	Enhances level-one painting skills and offers opportunities to apply painting techniques in a variety of media. Emphasizes critical analysis skills for responding to master paintings of different styles and historical periods. Resolves selected painting problems and emphasizes the concept and development of personal style.
50.0411012 50.0411022	Visual Arts Ceramics I	Introduces the characteristics of clay and design in clay using various techniques of construction and decoration. Emphasizes hand building and introduces other forming techniques, surface decoration, and glaze applications. Covers styles of ceramic works from Western and non-Western cultures.
50.0412012 50.0412022	Visual Arts Ceramics II	Enhances level-one skills and provides opportunities to apply design techniques in clay through hand building and/or throwing on the potter's wheel. Introduces formulation of basic glazes and kiln firing; stresses evaluation of clay forms through art criticism.
50.0611012 50.0611022	Visual Arts Sculpture I	Introduces the design and production of relief sculpture and sculpture-in-the-round. Emphasizes the historical origins and functions of sculpture in Western and non-Western cultures. Includes additive, subtractive, and modeling methods. Explores traditional and nontraditional materials for sculpted works and the work of both historical and contemporary sculptural artists.
50.0612012 50.0612022	Visual Arts Sculpture II	Enhances level-one skills and explores the design and production of relief sculpture and sculpture-in- the-round. Emphasizes the historical origins and functions of sculpture in Western and non-Western cultures. Includes additive, subtractive, and modeling, methods. Explores traditional and nontraditional materials for sculpted works and the work of a variety sculptural artists.
50.0711012 50.0711022	Visual Arts/ Photography I	Introduces photography as an art form. Covers the historical development of photography and photographic design and its cultural influences. Emphasizes the basics of exposing and processing photographs by introducing traditional and digital photography.

		Stresses appropriate processing techniques and safe use of photographic materials and equipment.
50.0712012 50.0712022	Visual Arts/ Photography II	Enhances level-one skills and provides opportunities to apply photographic design methods. Stresses composing and processing techniques using a 35mm/or digital camera and pinhole camera with varied focal lengths. Emphasizes appropriate processing techniques, darkroom techniques and digital photography editing. Continues to explore photography and photographers for historical and critical appraisal.
50.0811014 50.0811024	Visual Arts/ Advanced Placement Studio: Drawing Portfolio	Conforms to College Board topics for the Advanced Placement Studio Art Drawing Portfolio Examination. Requires submission of original works and slides to be evaluated on quality. Provides experiences using different drawing media and approaches; designed for students interested in the practical experiences of art. *AP Disclaimer: Advanced Placement (AP) courses and their instructional frameworks and curriculum are solely owned and endorsed by the College Board. The contents of these courses have not been reviewed or approved by the Georgia Department of Education. As with any curriculum, school districts should use a process for reviewing, approving, and adopting AP courses and instructional frameworks that engage students, parents, educators, and community stakeholders. Curricula and training should abide by state and local policies, including House Bill 1084 – which requires that the curriculum of exempted AP courses be implemented in a professionally and academically appropriate manner and without espousing personal political beliefs. Specific guidelines and expectations for each course may be found at Course & Exam Pages – AP Central | College Board..*
50.0813014 50.0813024	Visual Arts/ Advanced Placement Studio: 2D Design Portfolio	Conforms to College Board topics for the Advanced Placement Studio 2D Design Portfolio Examination. Requires submission of original works and slides to be evaluated on quality. Provides experiences using different drawing media and approaches; designed for students interested in the practical experiences of art. *AP Disclaimer: Advanced Placement (AP) courses and their instructional frameworks and curriculum are solely owned and endorsed by the College Board. The contents of these courses have not been reviewed or approved by the Georgia Department of Education. As with any curriculum, school districts should use a process for reviewing, approving, and adopting AP courses and instructional frameworks that engage students, parents, educators, and community stakeholders. Curricula and training should abide by state and local policies, including House Bill 1084 – which requires that the curriculum of exempted AP courses be implemented in a professionally and academically appropriate manner and without espousing personal political beliefs. Specific guidelines and expectations for each course may be found at Course & Exam Pages – AP Central | College Board.*
50.0814014 50.0814024	Visual Arts/ Advanced Placement Studio: 3D Design Portfolio	Conforms to College Board topics for the Advanced Placement Studio 3D Design Portfolio Examination. Requires submission of original works and slides to be evaluated on quality. Provides experiences using different drawing media and approaches; designed for students interested in the practical experiences of art. *AP Disclaimer: Advanced Placement (AP) courses and their instructional frameworks and curriculum are solely owned and endorsed by the College Board. The contents of these courses have not been reviewed or approved by the Georgia Department of Education. As with any curriculum, school districts should use a process for reviewing, approving, and adopting AP courses and instructional frameworks that engage students, parents, educators, and community stakeholders. Curricula and training should abide by state and local policies, including House Bill 1084 – which requires that the curriculum of exempted AP courses be implemented in a professionally and academically appropriate manner and without espousing personal political beliefs. Specific guidelines and expectations for each course may be found at Course & Exam Pages – AP Central | College Board..*
50.0921014 50.0921024	Visual Arts/ Advanced Placement History of Art	Conforms to College Board topics for the Advanced Placement History of Art Examination. Covers prehistory to Egyptian, Greek and Roman, Early Christian, Byzantine, Early Medieval, Romanesque, Gothic, Renaissance and Mannerist, 17th and 18th century, 19th century, 20th century and non- Western art. AP Disclaimer: Advanced Placement (AP) courses and their instructional frameworks and curriculum are solely owned and endorsed by the College Board. The contents of these courses have not been reviewed or approved by the Georgia Department of Education. As with any curriculum, school districts should use a process for reviewing, approving, and adopting AP courses and instructional frameworks that engage students, parents, educators, and community stakeholders. Curricula and training should abide by state and local policies, including House Bill 1084 – which requires that the curriculum of exempted AP courses be implemented in a professionally and academically appropriate manner and without

		espousing personal political beliefs. Specific guidelines and expectations for each course may be found at Course & Exam Pages – AP Central | College Board.
51.0530012 51.0530022	Dance 1	Introduces students to basic dance knowledge in order to develop coordination, flexibility, and strength while acquiring technical skills in preparation for further dance study. Students explore the role of dance in various cultures and observe and critique dance performances using specified criteria and appropriate dance terminology
51.0540012 51.0540022	Dance II	Enhances previous course. Further develops knowledge and skills in various dance forms with an emphasis on technical instruction in ballet, jazz, and modern techniques, public performance techniques, and choreographic concepts. Students study dance analysis, dance history, and movement sciences as they relate to injury prevention and technical training.
51.0550012 51.0550022	Dance III	Enhances previous course. Offers a comprehensive understanding of the elements of movement and dance technique. Areas of concentration include choreography, dance analysis, dance history, and movement science with an emphasis on intermediate technical instruction in ballet, jazz, and modern techniques.
52.0210012 52.0210022	Theater Arts Fundamentals I	This course serves as an introduction to the theatre arts. Students investigate theatre as a whole by exploring the techniques and origins of a wide variety of theatre arts in various cultures and periods.
52.0220012 52.0220022	Theater Arts Fundamentals II	Enhances level-one skills by producing specific theatre styles in depth with performance opportunities
52.0230012 52.0230022	Theater Arts Fundamentals III	Enhances level-two skills by producing and studying literature as related to theater. Provides opportunities for performance with focus on language arts classes.
52.0610012 52.0610022	Theater Arts Acting I	Introduces the acting process and the role of the actor in various styles/methods with a focus on scene study. Stresses developing imagination, observation, concentration powers, and self-discipline Includes developing physical and vocal control while transmitting emotions, convictions, and ideas; enhances self-confidence and self- awareness. Theatre is used as a means to encourage cooperative learning, teamwork, organization, and leadership skills. The class allows all students the opportunity to perform on a regular basis.
52.0620012 52.0620022	Theater Arts Acting II	Enhances level-one skills with emphasis on classical and historical scene study.
52.0630012 52.0630022	Theater Arts Acting III	Enhances level-two skills with emphasis on advanced monologue work, advanced scene study, extensive audition training, student-directing, ensemble acting in a variety of main-stage productions, and object exercises.
52.0920012 52.0920022	Dramatic Writing	In Dramatic Writing students apply skills to culminate in creating and developing dramatic writing for theatrical media with special emphasis on film and television. Includes development of “writerly stance” by reading, viewing, and analyzing tests and visual media from a writer’s point of view, with focus on understanding the construction process and including the application of conventions of standard English grammar and usage.
53.0140012 53.0140022	Music Appreciation I	Introduces production and performance, covering terminology and idioms, elements of music, perceptive listening and attitudes, and appreciation. Stresses the ability to become a literate consumer along with the ability to speak and write fluently about music.

53.0150012 53.0150022	Music Appreciation II	Enhances level-one skills and understanding. Emphasizes an in-depth approach to music through performance, creativity, and listening. Encourages independent music learning to develop a lifelong interest in music. Builds skills of perception and discrimination in listening.
53.0290015 53.0290025	IB Music, Year One	The course is grounded in the knowledge, skills and processes associated with the study of music and offers a strengthened approach to student creativity through practical, informed and purposeful explorations of diverse musical forms, practices and contexts. The course also ensures a holistic approach to learning, with the roles of performer, creator and researcher afforded equal importance in all course components. *IB Disclaimer International Baccalaureate (IB) courses and their instructional frameworks and curriculum are solely owned and endorsed by the International Baccalaureate. The contents of these courses have not been reviewed or approved by the Georgia Department of Education. As with any curriculum, school districts should use a process for reviewing, approving, and adopting IB courses and instructional frameworks that engages students, parents, educators, and community stakeholders. Curricula and training should abide by state and local policies, including House Bill 1084 – which requires that the curriculum of exempted IB courses be implemented in a professionally and academicallyappropriate manner and without espousing personal political beliefs.*
53.0361012 53.0361022	Beginning Band I	Provides opportunities to develop performance skills on a wind or percussion instrument. Emphasizes performance and production. May include analysis, historical and cultural influences, improvisation, and appreciation of music. Organizes objectives for self - paced progress. Stresses individual progress and group experiences.
53.0371012 53.0371022	Intermediate Band I	This performance-based class provides opportunities for intermediate-level performers to increase performance skills and precision on a wind or percussion instrument. Includes performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music, and appreciation of music. Stresses individual progress and learning and group experiences. Strengthens reading skills. Individual growth and achievement are encouraged through participation in adjudicated solo and ensemble festivals, district honor bands, and private lessons. Participation in concerts outside of regular class hours is expected.
53.0381012 53.0381022	Advanced Band I	This performance-based class provides opportunities for advanced-level performers to increase, develop and refine performance skills and precision on a wind or percussion instrument. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music, and appreciation of music at advanced levels of understanding Organizes objectives for self- paced progress. Stresses individual progress and learning strategies, and ensemble experience. Individual growth and achievement are encouraged through participation in adjudicated solo and ensemble festivals, district honor bands, and private lessons. Participation in concert performances outside of class hours expected.
53.0561012 53.0561022	Beginning Orchestra I	This performance-based class focuses on basic instrumental skill development and music reading. The goal of this class is to teach students the proper way to hold and play a string instrument. Students can elect to play their instrument of choice (violin, viola, cello, or bass) with the orchestra director's approval and recommendation. Participation in concert performances outside of regular class hours is required.
53.0571012 53.0571022	Intermediate Orchestra	Provides opportunities for intermediate-level performers to increase performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative

		aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences.
53.0581012 53.0581022	Advanced Orchestra	Provides opportunities for advanced-level performers to increase performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences.
53.0584012 53.0584022	Intermediate Orchestra IV	Enhances level-three skills and provides further opportunities for advanced-level performers to increase performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.
53.0691000	Ethnic Music Studies I	Develops the understanding that there are many different, but equally valid, forms of musical and artistic expression to include American and World Music and encourages students to develop a broad perspective based on understanding, tolerance, and respect for a variety of opinions an approaches.
53.0692000	Ethnic Music Studies II	Enhances level-one skills and provides further opportunities to explore ethnic music studies to include African American music with emphasis on jazz and reggae. Reflects the ethnic diversity of the world and of the United States in particular through representative songs and instrumental selections, dances and guided listening.
53.0761012 53.0761022	Advanced Instrumental Ensemble I	Students are selected by director's recommendation. Offers advanced-level performers an alternative ensemble experience to large band and orchestra. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences, and music appreciation.
53.07310	Advanced Choral Ensemble I	Provides opportunities for advanced-level performers to increase performance skills and knowledge in large group choral singing. Limited to 16 to 20 performers and includes madrigal, notes, quartet and solo literature of all style periods. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences and a variety of styles appropriate to the smaller ensemble.
54.0211012 54.0211022	Beginning Chorus I	Provides opportunities to develop performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences.

54.0221012 54.0221022	Intermediate Chorus I	Provides intermediate-level performers opportunities to increase performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences.
54.0231012 54.0231022	Advanced Chorus I	Provides advanced-level performers opportunities to increase performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences.

Electives Offered In Edgenuity

CR designates courses that can be used for Credit Recovery.
Courses that are not Credit Recovery must be facilitated by a course-specific certified teacher.

17.3110006	Health CR	Explores the mental, physical and social aspects of life and how each contributes to total health and well-being. Emphasizes safety, nutrition, mental health, substance abuse prevention, disease prevention, environmental health, family life education, health careers, consumer health, and community health.
36.3510006	Personal Fitness CR	Introduces instruction in methods to attain a healthy level of physical fitness; implements a lifetime fitness program based on a personal fitness assessment and stresses strength, muscular endurance, flexibility, body composition, and cardiovascular endurance; includes instruction in fitness principles, nutrition, fad diets, weight control, stress management, adherence strategies, and consumer information; and promotes self-awareness and responsibility for fitness.
50.3211016 50.3211026	Visual Arts/ Comprehensive I CR	Introduces art history, art criticism, aesthetic judgment, and studio production. Emphasizes the ability to understand and use elements and principles of design through a variety of media, processes, and visual resources. Explores master artworks for historical and cultural significance.
45.3670000	Personal Financial Literacy CR (one semester)	Conforms to College Board topics for the Advanced Placement Microeconomics Examination. Covers basic economic concepts, the nature and functions of product markets, factor markets and efficiency, equity, and the role of government.

If a needed course is not listed, please submit a course request for consideration.

All Edgenuity courses will have a 3 as the digit following the decimal.

Many will end with a 6 (credit recovery). An Edgenuity course number ending in 9 is for New Work.

If the course ends in an 8 it is for a Georgia Virtual School Course only and the teacher of record MUST be Georgia, Virtual S. Note: All Virtual AP classes will be Georgia Virtual School and will end in a 4.

Magnet and Special School Program Options

The Richmond County School System offers students several diverse career options. Students who have made committed decisions on their career choice have the opportunity to attend one of our three special career-focused campuses.

Dedicated Magnet Schools

A.R. Johnson Health Science & Engineering Magnet School

A.R. Johnson is a public magnet school in the Richmond County School System serving students in grades 6–12. Armed with academic excellence, students have opportunities to explore and enhance their competencies in science, technology, engineering, and mathematical related professions. Students are admitted on selective criteria based upon prior school record, academic testing, and a significant interest in math and science.

John S. Davidson Fine Arts Magnet School

Established in 1981, Davidson Fine Arts is a public magnet school in the Richmond County School System serving students in grades 6–12. Students attending Davidson are expected to explore all fine arts areas, but they may specialize in one or more fields during their high school years. Courses are tracked from introductory/exploratory to advanced levels in each area.

Richmond County Technical Career Magnet School

RCTCM is a public magnet school in the Richmond County School System serving students in grades 6–12. Students are admitted on selective criteria based upon prior school record, academic testing, and interest in Cybersecurity, Culinary Arts, Networking, Energy (Engineering), Audio/Video Technology & Film, Business, and Robotics. RCTCM is adjacent to Augusta Technical College, where almost 20% of our students participate in Dual Enrollment.

Special School Programs

International Baccalaureate (IB)

The IB program is a rigorous program of study focusing on critical thinking and international mindedness. The program seeks to develop the whole child—intellectually, personally, socially, and emotionally—through teaching of cultural understanding, language development, and volunteerism. Designed to reinforce a positive attitude, the program teaches students to ask challenging questions, reflect critically, develop research skills, and learn how to learn.

The continuum of education spans from kindergarten to Grade 12. IB schools maintain high standards by actively training and supporting teachers in the IB curriculum. They are evaluated and authorized by the International Baccalaureate Organization in order to receive IB World School designation. The IB program is offered at the Academy of Richmond County and Hephzibah High School.

Academy for Advanced Placement Studies

The Academy for Advanced Placement Studies, offered at Laney and Westside High Schools, enables students to pursue college level studies while still in high school by offering an impressive selection of Advanced Placement (AP) courses. The Academy is designed for students who have a strong aptitude for the humanities and sciences.

Navy Junior Reserve Officer Training Corps (NJROTC)

Cross Creek High School is consistently ranked as one of the top NJROTC programs in Georgia and the nation; it is a citizenship development program designed to ensure the future success of the cadets enrolled. The unit has an outstanding reputation for athletics, academics, drill, and marksmanship and consistently competes at the national championships. Cross Creek has built a strong foundation and is known for high academic and discipline standards. It has a high success rate of college admissions and workforce entry and has established its own scholarship program for its cadets.

Marion E. Barnes Career Center

The skilled trades center at **Josey High School** provides students unique opportunities to gain hands-on experience. They are introduced to career fields related to manufacturing and skilled labor professions. Success in any of these programs can lead to specified certifications, apprenticeship opportunities, post-secondary education, and possible employment immediately after graduation. Students wishing to participate are transported to the skilled trades center for specified courses.

Marion E. Barnes Career Center Courses

Course #	Courses	Career
46.5450020 46.5460020 46.5500020	Industry Fundamentals and Occupational Safety Introduction to Construction Carpentry I	Carpentry

12.5440020 12.5100020 12.5110020 12.5200020 12.5210020	Introduction to Personal Care Cosmetology Services I Cosmetology Services II Barbering II Barbering III	Cosmetology
46.5450020 47.5140020 47.5160020	Industry Fundamentals and Occupational Safety Introduction to HVAC Systems Low Voltage Electrical	HVACR Electrical
46.5450020 46.5460020 46.5700020	Industry Fundamentals and Occupational Safety Introduction to Construction Masonry I	Masonry
46.5450020 46.5460020 46.5800020	Industry Fundamentals and Occupational Safety Introduction to Construction Plumbing I	Plumbing
46.5450020 48.5810020 48.5510020	Industry Fundamentals and Occupational Safety Introduction to Metals Welding I	Welding

Cyber Academy of Excellence at RCTCM

Richmond County School System offers a pathway that prepares our students for future occupations as Cyber Security Professionals. The Cyber Academy of Excellence is a collaboration with the US Armed Forces, National Security Administration, local dignitaries, and colleges. The academy prepares students to enter the cyber professional workforce in the CSRA, in any branch of the military, or abroad.

Cyber Academy of Excellence students have the opportunity to prepare for the CompTIA Security+ Certification while earning college credits and following the guidelines of a dual enrollment student. There are three tracks of study available at Augusta Technical College.

1. Associate Degree in Cybersecurity
2. Cisco Certified Network Associate (CCNA) Security (Technical Certificate of Credit)
3. A+ and Microsoft Client Certificate (Technical Certificate of Credit)

Reaching Potential through Manufacturing (RPM)

The RPM model seeks at-risk students and offers them a chance to complete high school and learn about automated manufacturing, all while working for the Textron Corporation and earning a paycheck. Students continue to develop their potential through daily affirmations, employability skill lessons, and close monitoring by the on-site Wrap Around Service Team. Many of RPM's graduates are hired as full-time employees of E-Z Go Textron Corporation

Course Request and Proposal Process

The purpose of the RCSS Course Request and Course Proposal Process is to ensure that there is a systemic protocol in place for both course requests and course proposals. Classes offered within our system should be approved and funded by the Georgia State Board of Education.

- Before requesting a course, schools will need to check the RCSS course catalog to see if the course is offered in RCSS.
- Complete the **Course Request** section of the form if the course is in the RCSS course catalog.
- Complete the **Course Proposal** section of the form if requesting to add a course that is **not** in the RCSS Course catalog. Be sure to only submit a Course Proposal if the course is on the GADOE State Funded list.
- The Richmond County Course Request/Proposal Form should be submitted to the Directors of Teaching and Learning and Director of High School Programming by **November 1** of each year for courses to be considered **for the following year**.
- The district **Course Proposal Advisory Committee** should determine if Course Proposals are approved or denied.
    - The requester will be notified by email of the decision of the committee.
    - If the course is approved, the requester will be notified of the next steps.

Forms necessary to complete a Course Request and Course Proposal can be found on the Teaching and Learning website.

State Funding Codes

To be included on Course Request or Course Proposal Form

A – Kindergarten
B - Grade 1-3
C - Grade 4-5
9 - Grade 6-8
D - Grade 9-12
E - EIP Grade K
F - EIP Grades 1-3
G - EIP Grades 4-5
H- Middle School Program
I – Gifted
J – Remedial
K – Voc. High School Lab
M - Post Secondary Option
O – Other (not funded)
P - Mild Intellectual Disability
Q - Moderate Intellectual Disability
R - Severe Intellectual Disability
S - Profound Intellectual Disability
T - Emotional/Behavior Disorder
U - Specific Learning Disability
V - Orthopedic Impairment
W - Hearing Impairment
X - Deaf
Y - Other Health Impairment
Z - Visual Impairment
1 – Blind
2 - Deaf and Blind
3 - Speech/Language Impairment
4 – SED
5 - Georgia Virtual School*
6 - Move On When Ready – Gen. Ed
7 - Move on When Ready-Voc. Ed

Course Number Formats for Infinite Campus

First 2 digits	.	Next Digit	Next 3 Digits	Digit 7	Digit 8	Digit 9
Field of Course		Type of Course	Ignore	State Use	Semester	Special Course
1-13 CTAE Courses		0-Regular		1.1 State use	1-1st semester for 0.5 credit	3-Honors
17 Health and PE		1-Remedial		2-Locally funded	2-2nd semester for 0.5 credit	4-AP Class
20-21 CTAE		2-Gifted		3-Credit in lieu of enrollment		5-IB Class
23 ELA		3-Edgenuity or Virtual		4- Dual enrollment		6-Virtual or grade level
25 CTAE		4-CTAE		5-Dual enroll no credit		
26 Science		5-CTAE		6-Out of state public		
27Math		7-Workbase learning		7-Out of state private		
28-32 CTAE		8- IEP Pullout/ Resource		8-Out of US credit		
35 Personal/ Social		9- IEP Collab or co-taught		9-Home school credit		
36 Health and PE						
40-41 Science						
43 CTAE						
45 Social Science						
46-49 CTAE						
50-54 Fine Arts						
55ESOL						
60-67 World Language						
70 Prof/ Career Prep						
71 Gifted						
80 Library Science						

Example: **23**.0430**0**14 is a “regular” first semester AP course in ELA

23- ELA 0- Regular 430-Ignore 0-State use **1-**First Semester **4-**AP Class