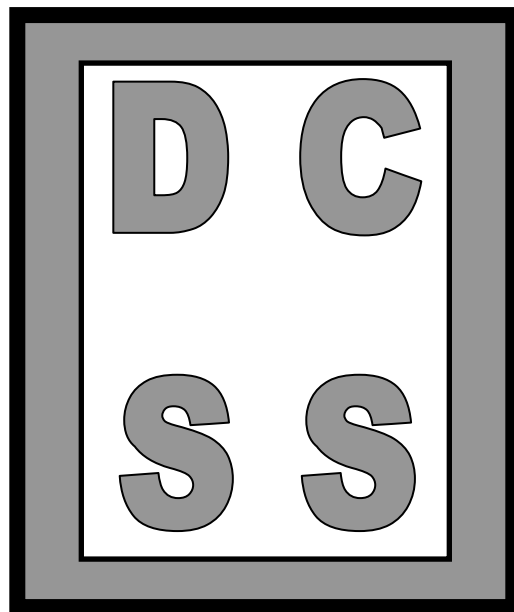


Dougherty County School System

High School Course Catalog



2011 – 2012

Beyond All Expectations

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Dougherty County Graduation Requirements for 2011-2012 and Subsequent Years

Carnegie Units: A minimum of 24 Carnegie units is required for graduation. These units must include the subjects and/or courses specified in the core curriculum. A course shall count only once for satisfying any Carnegie unit requirement for graduation.

Enrollment: A student must be enrolled in grades 9 –12 for a minimum of eight semesters.

++Areas of Study	Units Required
(I) Language Arts	4
(II) Mathematics	4
(III) Science	4
(IV) Social Studies	4
(V) CTAE and/or Modern language/Latin and/or Fine Arts	3
(VI) Health & Personal Fitness	1
(VII) Electives	4
 Minimum Total Units	 24

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

*** All students entering the ninth grade for the first time in 2009-2010, must complete a career pathway or concentration to receive a high school diploma.

***One unit of credit in health and physical education is required for graduation. Three (3) units of credit in JROTC (Junior Reserve Officer Training Corps) may be used to satisfy this requirement.

The Dougherty County School System is an equal opportunity institution and complies with applicable federal and state laws prohibiting discrimination including Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973. It is the policy of the Dougherty County School System that no person, on the basis of race, sex, color, religion, national origin, marital status, age or handicap, shall be discriminated against in employment, educational programs and activities, or admissions.

Name _____

Year Entering 9th Grade _____

Graduation Requirements Checklist	Check and Date when Course is Passed
9th Grade Literature/Composition	
10th Grade Literature/Composition or American Literature	
American Lit/Comp or AP English Language/Composition	
English Lit/Comp or AP English Literature/Composition	
Mathematics I or Accelerated Math I	
Mathematics II or Accelerated Math II	
Mathematics III or Accelerated Math III	
Mathematics IV or (Adv Math Decision Making, Math of Finance, AP Calculus AB/BC, AP Statistics, Joint Enrollment, IB Math Course)	
Physical Science II or Biology	
Biology or Chemistry	
Chemistry or Environmental or Physics	
Physics or AP Physics or AP Biology	
World History or AP World History	
U.S. History or AP U.S. History	
Economics or AP Macroeconomics	
American Government or AP American Government	
Health (1/2)	
Personal Fitness (1/2)	
CTAE/Modern Language/Latin/Fine Arts	
CTAE/Modern Language/Latin/Fine Arts	
CTAE/Modern Language/Latin/Fine Arts	
Elective	
Elective	
Elective	
Elective	
Elective	
Total Units for Graduation:	24

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

*** All students entering the ninth grade for the first time in 2009-2010, must complete a career pathway or concentration to receive a high school diploma.

***One unit of credit in health and physical education is required for graduation. Three (3) units of credit in JROTC (Junior Reserve Officer Training Corps) may be used to satisfy this requirement.

Testing for Postsecondary Education

Students planning to attend a four-year college or university should take the PSAT in October of their sophomore and junior years. Results of this test are used as qualifiers for some scholarships. This test also serves as a practice exam for the ACT and the SAT.

Students are encouraged to take the SAT/ACT early in their high school career. Students should plan to take the SAT/ACT for the final time before the fall of their senior year due to scholarship requirements. These tests are required for admission to most colleges.

Vocational testing is provided on a voluntary basis. The ASVAB is offered to all interested students. These testing programs afford the students and parents an opportunity to explore achievement, ability and interest during the high school years and to plan for the future.

Getting into College

University System of Georgia Colleges and Universities

The Board of Regents serves as the governing board for the University System of Georgia's 35 colleges and universities. The institutions are divided into three sectors; research universities, comprehensive universities and access colleges. Admission to research and comprehensive institutions is competitive and students completing minimum requirements are not guaranteed admission.

Research Universities	
Georgia Institute of Technology Georgia State University Medical College of Georgia University of Georgia	
Regional Universities	
Georgia Southern University Valdosta State University	
State Universities	State Colleges
Albany State University Armstrong Atlantic State University Augusta State University Clayton State University Columbus State University Fort Valley State University Georgia College and State University Georgia Southwestern State University Kennesaw State University North Georgia College and State University Savannah State University Southern Polytechnic State University University of West Georgia	Abraham Baldwin Agricultural College College of Coastal Georgia Dalton State College Gainesville State College Georgia Gwinnett College Gordon College Macon State College Middle Georgia College
	Two-Year Colleges
	Atlanta Metropolitan College Bainbridge College Darton College East Georgia College Georgia Highlands College Georgia Perimeter College South Georgia College Waycross College

The Board of Regents, in 2007, approved new high school curriculum (RHSC) requirements for students who will enter University System of Georgia (USG) institutions in 2012. All freshmen seeking admission to a USG college or university in 2012 or later must have earned high school credits in the following academic areas

In addition to completing 17 units of the required high school curriculum students seeking admission to research or comprehensive universities must also meet the Freshman Index and submit SAT or ACT test scores.

Required High School Curriculum (RHSC) for Students Graduating High School 2012 or Later

CPC Carnegie Unit Requirements*	In Specific Subject Areas
4 Carnegie Units of college preparatory English	Literature (American, English, World) integrated with grammar, usage and advanced composition skills
4 Carnegie Units of college mathematics	Mathematics I, II, III, and a 4th year of advanced math or equivalent courses.
4 Carnegie Units of college preparatory science	Includes two courses with a laboratory component. At least one unit in Biology; one unit of physical science or physics; one unit of chemistry, earth science, environmental science
3 Carnegie Units of college preparatory social science	Must include one unit focusing on U.S. studies and one unit focusing on world studies
2 Carnegie Units of the same foreign language or sign language	Emphasizing speaking, listening, reading and writing skills

Freshman Index Requirements

Freshman Index

The Freshman Index (FI) is calculated by combining the high school grade point average (GPA) with the highest earned SAT or ACT test scores. The high school GPA is calculated from the grades earned in the 17 [Required High School Curriculum \(RHSC\)](#) courses for those students graduating 2012 or later.

The following formulas are used to calculate a student's freshman index:

Formula for SAT test takers	Formula for ACT test takers
Freshman Index = (500 x High School GPA) + SAT Critical Reading + SAT Math	Freshman Index = (500 x High School GPA) + (ACT Composite score x 42) + 88

Students seeking admission to one of the Research, Regional or State Universities within the University System of Georgia must meet the Freshman Index requirements listed below. Admission to many of the Research, Regional and State Universities is competitive and just meeting the FI below does not guarantee admission to any institution.

Starting Fall 2009, the State Colleges have the option of requiring a minimum freshman index. Students interested in attending a State College should check with the college for additional information regarding their admission requirements. The Two-Year Colleges do not have a minimum FI requirement.

	Minimum Freshman Index (FI)
Research Institutions	2500
Regional Universities	2040
State Universities	1940
State Colleges	1830¹
Two-Year Colleges	No FI Requirement

¹ Fall 2005-Summer 2009 — SAT/ACT scores not required for admission to the State Colleges. Beginning Fall 2009, State Colleges may opt to require the minimum FI listed above. Check with the Admission Office for additional information.

ADMISSION REQUIREMENTS FOR PROSPECTIVE STUDENTS

ALBANY STATE UNIVERSITY

504 College Drive
Albany, GA 31705

<u>SAT</u> Requirements	<u>ACT</u> Requirements	Core Requirements	
		Course	Credits
16 CPC Units	16 CPC Units	English	4
430 Verbal	17 ACT English	Mathematics	4
400 Math	17 ACT Math	Science	3
2.22 G.P.A.	2.22 G.P.A.	Social Science	3
1940 Freshman Index	1940 Freshman Index	Foreign Language	2

DARTON COLLEGE

**2400 Gillionville Road
Albany, GA 31707**

Regular Admissions

Applicants must submit SAT I scores of 330 verbal (12 ACT) and 310 math (14 ACT), a 1.8 high school GPA and Freshman Index = 1830. Applicants must have completed all 16 of the required 16 College Preparatory Curriculum (CPC) courses in high school.

Career/Technical diploma graduates are exempted from the CPC minimum but will be required to make up all CPC deficiencies after enrolling at Darton College.

The College Preparatory Curriculum is as follows:

<u>COURSE</u>	<u>UNITS</u>	<u>EMPHASIS</u>
English	4	Grammar & Usage Literature
Mathematics	4	Two years of Algebra Geometry
Science	3	Physical Science Two lab sciences
Social Science	3	Government Economics
Foreign Language	2	Two courses in the same Language

Applicants scoring below 430 SAT I verbal (17 ACT English) or 400 SAT I math (17 ACT math) must take the University System of Georgia COMPASS Test to determine whether Learning Support courses may be required.

ALBANY TECHNICAL **COLLEGE**

**1704 S. Slappey Blvd.
Albany, GA 31701**

Admissions Requirements

All prospective students must take an entrance exam unless:

- **The entrance exam may be waived for diploma programs if the student has completed acceptable college or technical college credit for English, math or psychology with grades of “C” or SAT scores of 400 math or 430 verbal; has CPE scores of 77 English, 77 reading and 75 math composite score on the ACT.**
- **The entrance exam may be waived for associate degree programs if the student has completed acceptable college or technical college credit for English, math and psychology with grades of “C” or higher; has SAT scores of 440 math or 480 verbal; has CPE scores of 77 English, 77 reading and 75 math; or a verbal score of 20 and math score of 19 on the ACT.**

College Financial Aid

There are four basic types of financial aid available to help defray the costs of college education:

- 1. Scholarships are monetary awards the student earns and does not have to repay. The student's high school course selection, grade point average, financial need, and college entrance examination scores (ACT, SAT) weigh heavily in determining recipients.**
- 2. Grants are monetary awards based solely on need. Need is determined from information on the family financial aid form. Grants need not be repaid.**
- 3. Student loans are low-interest monies granted on the basis of need. A loan must be repaid.**
- 4. Work study is employment on or near campus on a part-time basis. Usually the university or college makes an effort to place the students in a job related to his/her major.**

NCAA Freshman-Eligibility Standards Quick Reference Sheet

KNOW THE RULES:

Core Courses

- Starting August 1, 2008, 16 core courses will be required for NCAA Division I only. This rule applies to any student first entering any Division I college or university on or after August 1, 2008. See the chart below for the breakdown of this 16 core-course requirement.
- 14 core courses are required in NCAA Division II. See the breakdown of core-course requirements below. Test Scores
- Division I has a sliding scale for test score and grade-point average. The sliding scale for those requirements is shown on page two of this sheet.
- Division II has a minimum SAT score requirement of 820 or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a sum of the four sections on the ACT: English, math, reading and science.
- All SAT and ACT scores must be reported directly to the NCAA Initial-Eligibility Clearinghouse by the testing agency. Test scores that appear on transcripts will no longer be used. When registering for the SAT or ACT, use the clearinghouse code of 9999 to make sure the score is reported to the clearinghouse.

Grade-Point Average

- Only core courses are used in the calculation of the grade-point average.
- Be sure to look at your high school's list of NCAA-approved core courses on the clearinghouse Web site to make certain that the courses being taken have been approved as core courses. The Web site is www.ncaaclearinghouse.net.
- Division I grade-point-average requirements are listed on page two of this sheet.
- The Division II grade-point-average requirement is a minimum 2.000.

Division I 16 Core-Course Rules 16
Core Courses: 4 years of English. 3 years of mathematics (Algebra I of higher). 2 years of natural/physical science (1 year of lab if offered by high school). 1 year of additional English, mathematics or natural/physical science. 2 years of social science. 4 years of additional courses (from any area above, foreign language or non-doctrinal religion/philosophy).

Division II 14 Core-Course Rules 14
Core Courses: 3 years of English. 2 years of mathematics (Algebra I of higher). 2 years of natural/physical science (1 year of lab if offered by high school). 2 year of additional English, mathematics or natural/physical science. 2 years of social science. 3 years of additional courses (from any area above, foreign language or non-doctrinal religion/philosophy).

PLEASE NOTE: For students first entering any NCAA college or university on or after August 1, 2005, computer science courses may only be used for initial-eligibility purposes if the course receives graduation credit in mathematics or natural/physical science and is listed as such on the high school's list of NCAA-approved core courses

OTHER IMPORTANT INFORMATION

- Division II has no sliding scale. The minimum core grade-point average is 2.000. The minimum SAT score is 820 (verbal and math sections only) and the minimum ACT sum score is 68.
- 14 Core courses are required for Division II.
- 16 Core courses are required for Division I.
- The SAT combined score is based on the verbal and math sections only. The writing section will not be used.
- SAT and ACT scores must be reported directly to the clearinghouse from the testing agency. Scores on transcripts will not be used.

For more information regarding the rules, please go to www.ncaa.org. Click on "Academics and Athletes" then "Eligibility and Recruiting." Or visit the clearinghouse Web site at www.ncaaclearinghouse.net.

Please call the NCAA Eligibility Center if you have questions:

Toll-free number: 877/622-2321

NCAA DIVISION I SLIDING SCALE CORE GRADE-POINT AVERAGE/ TEST-SCORE New Core GPA / Test Score Index		
Core GPA	SAT	ACT
	Verbal and Math ONLY	
3.550 & above	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	59
2.700	730	60
2.675	740-750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840-850	70
2.425	860	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	80
2.125	960	81
2.100	970	82
2.075	980	83
2.050	990	84
2.025	1000	85
2.000	1010	86

Requirements for the HOPE Scholarship

In order to be academically eligible for the HOPE Scholarship as an entering college freshman, you must earn a 3.0 cumulative grade point average on a 4.0 scale for all core curriculum coursework in the college preparatory curriculum (CPC) or earn a 3.2 cumulative grade point average on a 4.0 scale for all core curriculum coursework in the career/technical curriculum. All core curriculum coursework attempted in the student's high school career (grades 9-12) will be counted toward the HOPE Scholarship cumulative grade point average, and a numeric grade will be converted to the 4.0 scale.

You may receive first-year HOPE assistance for the first 30 semesters or 45 quarter hours attempted at any Georgia public college or university. However, you must have a cumulative grade point average of at least a 3.0 at the end of Spring term in order to continue your eligibility for the HOPE Scholarship, unless you were enrolled for less than 12 hours for each term prior to and including Spring term. If you are enrolled for less than 12 hours for each of your first three terms, you must have a cumulative grade point average of at least a 3.0 at the end of the third term.

Hope GPA Calculation and Eligibility for Scholarship

High School Reports to GSFC	A complete transcript with course history
Hope Grade Eligibility Determined By	Georgia Student Finance Commission
Nominal Standard for Eligibility	
College Preparatory	3.0 on a true 4.0 scale—no numerical standard
Other Diploma Types	3.2 on a true 4.0 scale—no numerical standard
Academic Credits Counted in Calculation	
English	All Credits Attempted
Mathematics	All Credits Attempted
Science	All Credits Attempted
Social Studies	All Credits Attempted
Foreign Language (College Prep Only)	All Credits Attempted
Courses Weighted in GPA	Advanced Placement and International baccalaureate Only
Weighting Done By	Georgia Student Finance Commission
Value of Weights	Uniform Across the State

Centers of Excellence

Our “Centers of Excellence” are the magnet components at our four high schools. A Center of Excellence is a “school within a school” which has a unique focus for concentrated study in a particular academic area. The first Center of Excellence to be fully implemented is the Pre-Engineering, Math and Technology COE at Monroe Comprehensive High School. Albany High School’s Honors, Law and Multimedia Center of Excellence is partially implemented pending facility renovations (the honors magnet component at AHS has been fully implemented since 1999). Dougherty Comprehensive High School’s International Studies and Fine Arts Center of Excellence will be fully implemented with final approval of the International Baccalaureate program in March 2009 and Westover Comprehensive High School has partially implemented its Medical Arts Center of Excellence pending facility renovations.

HIGH SCHOOL OPTIONS

Honors, Law and Multimedia Center of Excellence

- Albany High
 - Law and Multimedia Center of Excellence
Admission: Space available
 - High Honors Magnet Program
Admission: Academic Performance, Recommendations, Algebra Placement,
Reading Comprehension, Writing Skills
Call 431-3300

International Studies and Fine Arts Center of Excellence

- Dougherty Comprehensive High
Admission: Space available
Call 431-3310

Pre-Engineering, Mathematics and Technology Center of Excellence

- Monroe Comprehensive High
Admission: Space available
Call 431-3316

Medical Arts Center of Excellence

- Westover Comprehensive High
Admission: Space available
Call 431-3320

Gifted Education

- Albany High School High Honors Magnet
Admission: Academic Performance, Recommendations, Algebra Placement,
Reading Comprehension, Writing Skills
Call 431-3300

Dougherty, Monroe and Westover High Schools
Admission: Must meet state requirements for gifted enrollment
Call Gifted Education Office at 431-1291

Language Arts Course Sequence

9th	10th	11th	12th
9th Grade Literature/ Composition	10th Grade Literature/ Composition	American Literature/ Composition	12th Grade Literature/ Composition
9th Grade Literature/ Composition Honors/Gifted	10th Grade Literature/ Composition Honors/Gifted	American Literature/ Composition Honors/Gifted	12th Grade Literature/ Composition Honors/Gifted
9th Grade Literature/ Composition Honors or Gifted	10th Grade Literature/ Composition Honors or Gifted Or American Literature/ Composition Honors/Gifted	American Literature/ Composition Honors/Gifted Or Advanced Placement Language/ Composition	12th Grade Literature/ Composition Honors/Gifted Or Advanced Placement Literature/ Composition

English/ Language Arts

23.0610008

23.0610078 (Honors)

23.2610078 (Gifted)

Ninth Grade Literature/Composition (NGLC)

Integrates writing, grammar and usage, literature, speaking, listening, and critical thinking skills. Presents the writing process: planning, drafting, revising, editing, and proofing; the study of form in personal narratives, descriptions, and expository papers with emphasis on persuasive writing. Includes reading a variety of multicultural literature: short stories, novels, tales, poetry, mythology, drama, and nonfiction. Emphasizes oral and written response to literature, distinguishing characteristics of various genres, literary elements, and vocabulary study.

23.0620008

23.0620078 (Honors)

23.2620078 (Gifted)

Tenth Grade Literature/Composition (TGLC)

Develops descriptive, personal narrative, expository, and persuasive writing skills and includes grammar, mechanics, and usage. Introduces a variety of authors and selections from world literature, poetry, short stories, novels, drama, and classical mythology. Engages students in the research process. Stresses vocabulary development and requires written literary analysis through discussion of the elements of literature. Develops thinking, organizing, interpersonal communication (both verbal and nonverbal), and use of analogies, metaphors and their application to writing.

23.0510008

23.0510078 (Honors)

23.2510078 (Gifted)

American Literature/Composition (ALITCOMP)

Offers opportunities to improve reading, writing, speaking/listening, and critical thinking skills through the study of American literature. Includes a variety of literary genres and multicultural writers in a chronological or thematic pattern. Emphasizes developing control in expository writing (thesis support), moving toward precision in personal narrative, descriptive, and persuasive writing. Refines research skills. Integrates grammar, mechanics, and usage into the writing process.

23.0530009

23.2530009 (Gifted)

Advanced Placement English/Composition (APENGC)

Conforms to the College Board recommendations for the Advanced Placement English and Composition Examination. An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing.

23.0520008

23.0520078 (Honors)

23.2520078 (Gifted)

English Literature/Composition (ELITCOMP)

Offers opportunities to improve reading, writing, speaking/listening, and critical thinking skills through the study of literary selections from British/English writers organized chronologically or thematically. Emphasizes developing control in expository writing (thesis support), moving toward precision in personal narrative, descriptive, and persuasive writing. Refines research skills. Integrates grammar, mechanics, and usage into the writing process.

23.0650009

23.2650009 (Gifted)

Advanced Placement Literature/Composition (APLITC)

Conforms to the College Board recommendations for the Advanced Placement Literature and Composition Examination. Covers the study and practice of writing and the study of literature. Stresses modes of discourse, assumptions underlying rhetorical strategies, connotation, metaphor, irony, syntax, and tone. Emphasizes writing critical analyses of literature and includes essays in exposition and argument, poetry, drama, prose fiction, and expository literature.

23.0320005 (Annual I)

23.0320007 (News I)

Journalism I (JOURI) Explores journalistic writing through analysis of newspapers, yearbooks, literary magazines, and broadcast journalism publications; concentrates on purpose, influence, structure, and language use through reading, writing, and critical thinking. Covers news gathering, ethics, copy writing, editing, and revising. May include typesetting, circulation, and production as minor aspects if a publication is produced.

23.0330005 (Annual II)

23.0330007 (News II)

Journalism II (JOURII) (News II)

Enhances level-one skills in journalistic writing and analysis of print and broadcast publications; offers in-depth coverage of level-one topics.

23.0420017/27

Oral/Written Communication (Speech) (OWCOMM)

Focuses on critical thinking, organizing, and communicating appropriately to different audiences; presents methods to develop and arrange ideas and information in written form for effective oral delivery. Emphasizes writing and public speaking skills.

23.0460017/27

Speech/Forensics I (SPFORI)

Introduces critical thinking and speaking skills through the detailed study of forensic speaking including extemporaneous speaking, oration, and interpretation of literature and debate. Emphasizes understanding of various forensic speaking formats while applying reasoning, research, and delivery skills.

23.0470017/27

Speech/Forensics II (SPFORII)

Provides understanding of the philosophical basis of argumentative theory. Emphasizes classical and contemporary theory.

23.0480017/27

Speech/Forensics III (SPFORIII)

Provides individual students with intensive training in directed research. Experiences with various sources of information including computer networks, government documents, and legal journals is emphasized. An understanding of the complexity of social issues and public policy is developed.

23.0490017/27

Speech/Forensics IV (SPFORIV)

Offers opportunities to improve the ability to advocate a persuasive position through speech. Persuasive speaking skills are refined by researching, writing, presenting, and defending persuasive arguments in various formats. Emphasis is placed on thorough reasoning and research, effective preparation, and compelling articulation of persuasive ideas. Appreciation of the role of advocacy in society, including public speaking, writing, debate, advertising, mass media, politics, and law is developed.

23.0910007

English ESOL I (ESOLI)

Focuses on interpersonal communication, school and survival skills, through short responses within structured contexts and participation in simple conversations. Focuses on fundamental skills, such as basic grammar and vocabulary, in all four language areas: speaking, listening, reading, and writing. Includes high-frequency vocabulary drawn from content areas. Familiarizes students with appropriate learning strategies for all classes including dictionary skills. Introduces United States culture.

23.0920007

English ESOL II (ESOLII)

Integrates listening and speaking, reading and writing, grammar and usage. Uses all language skills to gain further knowledge of United States culture in contextualized settings. Emphasizes sustained interpersonal communication of ideas, personal and safety needs, plus cognitive-academic language proficiency. Increases skills in comprehension of content areas including; use of thesaurus, glossary, dictionary, contextualized guessing at meaning, and test taking strategies. Introduces the writing processes of planning, drafting, revising, editing, and proofing. Highlights world literature (essays and other nonfiction, short stories, novels, folktales, poetry, mythology, and drama), and authentic texts (newspapers, magazines, labels, directions, etc.).

23.0930007

English ESOL III (ESOLIII)

Presents the English language in more complex, cognitively demanding situations. Emphasizes comprehension of detailed information with fewer contextual clues on unfamiliar topics. Encourages production, initiation, and sustaining of spontaneous language interactions, using circumlocution when necessary. Includes interaction with increasingly complex written material such as descriptive, personal narrative, and expository writing which includes grammar, mechanics, and rhetorical coherence in written assignments. Interjects authors and selections from American and British literature: poetry, short stories, novels and drama. Incorporates writing to satisfy social and academic needs. Stresses vocabulary development. Encourages expression of complex feelings, needs, and opinions in speaking and writing.

23.0940007

English ESOL IV (ESOLIV)

Emphasizes effective oral and written communication with various audiences on a wide-range of familiar and new topics. Builds comprehension of concrete and abstract topics, as well as recognition of language subtleties (registers) in a variety of communicative settings. Develops reading at or near grade level with a limited number of comprehension difficulties. Stresses full participation at or near grade level in all content areas. Emphasizes the process of writing, including planning, drafting, and revising. Includes assignments on different modes of discourse: expository, persuasive, narrative, and descriptive. Reviews grammar, mechanics, usage, and spelling. Develops vocabulary and comprehension intensively and extensively.

Mathematics Course Sequence

9th	10th	11th	12th
Math I	Math II	Math III	Math IV
Accelerated Math I	Accelerated Math II	Accelerated Math III	Options: Advanced Mathematical Decision Making Mathematics of Finance AP Calculus AB AP Calculus BC AP Statistics Joint Enrollment IB Math Courses

Mathematics

27.0810008

Mathematics I – Algebra/Geometry/Statistics (MATHI)

This is the first in a sequence of mathematics courses designed to ensure that students are college and work ready. It requires students to: explore the characteristics of basic functions utilizing tables, graphs, and simple algebraic techniques; operate with radical, polynomial, and rational expressions; solve a variety of equations, including quadratic equations with leading coefficient of one, radical equations, and rational equations; investigate properties of geometric figures in the coordinate plane; use the language of mathematical argument and justification; discover, prove, and apply properties of polygons; utilize counting techniques and determine probability; use summary statistics to compare samples to populations; and explore the variability of data.

27.0820008

Mathematics II-Geometry/Algebra II/Statistics (MATHII)

This is a second in a sequence of mathematics courses designed to ensure that students are college and work ready. It requires students to: represent and operate with complex numbers; use numerical, graphical, and algebraic techniques to explore quadratic, exponential, and piecewise functions and to solve quadratic, exponential and absolute value equations and inequalities; use algebraic models to represent and explore real phenomena; explore inverses of functions; use right triangle trigonometry to formulate and solve problems; discover, justify, and use properties of circles and spheres; use sample data to make informal inferences about population means and standard deviations; and fit curves to data and examine the issues related to curve fitting.

27.0830008

Mathematics III- Advanced Algebra/Statistics (MATHIII)

This is the third in a sequence of mathematics courses designed to ensure that students are college and work ready. It requires students to: analyze polynomial functions of higher degree; explore logarithmic functions as inverse of exponential functions; solve a variety of equations and inequalities numerically, algebraically, and graphically; use matrices and linear programming to represent and solve problems; use matrices to represent and solve problems involving vertex-edge graphs; investigate the relationships between lines and circles; recognize, analyze, and graph the equations of conic sections; investigate planes and spheres; solve problems by interpreting a normal distribution as a probability distribution; and design and conduct experimental and observational studies.

27.0840008

Mathematics IV- Pre-Calculus/Trigonometry/Statistics (MATHIV)

This is the fourth year mathematics course designed to prepare students for calculus and other college level mathematics courses. It requires students to: investigate and use rational functions; analyze and use trigonometric functions, their graphs, and their inverses; use trigonometric identities to solve problems and verify equivalence statements; solve trigonometric equations analytically and with technology; find areas of triangles using trigonometric relationships; use sequences and series; understand and use vectors; Investigate the Central Limit theorem; and use margins of error and confidence intervals to make inferences from data.

27.0850008

Advanced Mathematical Decision Making (AMDM)

This course is designed to follow the completion of Mathematics III or Accelerated Mathematics II. 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.

Prerequisite: Successful completion of Mathematics III or Accelerated mathematics II.

27.0870008

Mathematics of Finance (MATHFIN)

This course concentrates on the mathematics necessary to understand and make informed decisions related to personal finance. The mathematics in the course will be based on many topics in prior courses; however, the specific applications will extend the student's understanding of when and how to use these topics.

27.0910008

Accelerated Mathematics I- Geometry/Algebra II/Statistics (ACCMATHI)

This is the first in a sequence of mathematics courses designed to ensure that students are prepared to take higher-level mathematics courses during their high school career, including Advanced Placement Calculus AB, Advanced Placement Calculus BC, and Advanced Placement Statistics. It requires students to: represent and operate with complex numbers; explore the characteristics of basic functions utilizing tables, graphs, and simple algebraic techniques; operate with radical, polynomial, and rational expressions; solve equations, including quadratic, radical, and rational equations; investigate properties of geometric figures in the coordinate plane; use the language of mathematical argument and justification; discover, prove, and apply properties of polygons, circles and spheres; utilize counting techniques and determine probability; use summary statistics to compare sample data distributions and to relate sample statistics to corresponding population parameters; explore variability of data; and fit curves to data and examine the issues related to curve fitting.

27.0920008

Accelerated Mathematics II- Advanced Algebra/Geometry/Statistics (ACCMATHII)

This is the second in a sequence of mathematics courses designed to ensure that students are prepared to take higher-level mathematics courses during their high school career, including Advanced Placement Calculus AB, Advanced Placement Calculus

BC, and Advanced Placement Statistics. It requires students to: explore the characteristics of exponential, logarithmic, and higher degree polynomial functions using tables, graphs, and algebraic techniques; explore inverse functions; use algebraic models to represent and explore real phenomena; solve a variety of equations and inequalities using numerical, graphical, and algebraic techniques with appropriate technology; use matrices to represent and solve problems involving vertex-edge; use right triangle trigonometry to formulate and solve problems; investigate the relationships between lines and circles; recognize, analyze, and graph the equations of conic sections; investigate planes and spheres; use sample data to make informal inferences about population means and standard deviations; solve problems by interpreting a normal distribution as a probability distribution; and design and conduct experimental and observational studies.

27.00930008

Accelerated Mathematics III- Pre-Calculus/Trigonometry/ Statistics (ACCMATHIII)

This is the second in a sequence of mathematics courses designed to ensure that students are prepared to take higher-level mathematics courses during their high school career, including Advanced Placement Calculus AB, Advanced Placement Calculus BC, and Advanced Placement Statistics. It requires students to: investigate and use rational functions; analyze and use trigonometric functions, their graphs, and their inverses; find areas of triangles using trigonometric relationships; use trigonometric identities to solve problems and verify equivalence statements; solve trigonometric equations analytically and with technology; use complex numbers in trigonometric form; understand and use vectors; use sequences and series; explore parametric representations of plane curves; explore polar equations; investigate the Central Limit theorem; and use margins of error and confidence intervals to make inferences from data.

27.0720009

Advanced Placement Calculus AB (APCALCAB)

Follows the College Board syllabus for the Advanced Placement Calculus AB Examination. Includes properties of functions and graphs, limits and continuity, differential and integral calculus.

27.0730009

Advanced Placement Calculus BC (APCALBC)

Conforms to College Board topics for the Advanced Placement Calculus BC Examination. Covers Advanced Placement Calculus AB topics and includes vector functions, parametric equations, conversions, parametrically defined curves, tangent lines, and sequence and series.

27.0740009

Advanced Placement Statistics (APSTAT)

Follows the College Board syllabus for the Advanced Placement Statistics Examination. Covers four major themes: exploratory analysis, planning a study, probability, and statistical inference.

27.0690008

Discrete Mathematics (DISCRMA)

Discrete Mathematics involves the study of objects and ideas that can be divided into separate or discontinuous parts. Possible topics considered include: problem solving, reasoning, communication, decision making, graph theory, combinatorics, discrete probability, recursion, matrices, sets, logic, functions and relations, real number system and algebraic structures.

Science Course Sequence

Albany High School

	<u>Ninth Grade</u>	<u>Tenth Grade</u>	<u>Eleventh Grade</u>	<u>Twelfth Grade</u>
Regular	Physical Science II →	Biology → →	Chemistry → ----- Environmental Science →	Physics ----- Human Anatomy
Honors. Law and Multimedia Magnet Program	Biology →	Chemistry →	Physics → →	*AP Biology / with Advanced Research ----- or ----- *AP Chemistry / with Advanced Research

Dougherty High School

	<u>Ninth Grade</u>	<u>Tenth Grade</u>	<u>Eleventh Grade</u>	<u>Twelfth Grade</u>
Regular	Physical Science II	Biology → →	Chemistry → ----- Environmental Science →	Physics ----- Human Anatomy
International Baccalaureate Program (IB)	IB Physical Science II → ----- IB Biology →	IB Biology → ----- IB Chemistry →	IB Chemistry → ----- IB Physics →	IB Physics ----- IB AP Biology

Monroe High School

	<u>Ninth Grade</u>	<u>Tenth Grade</u>	<u>Eleventh Grade</u>	<u>Twelfth Grade</u>
Regular	Physical Science II	Biology → →	Chemistry → or Environmental Science →	Physics or Human Anatomy
Pre-Engineering, Math and Technology Magnet	Physical Science II → with Pre-Engineering I ----- Biology → with Pre-Engineering I	Biology → with Pre-Engineering II ----- Chemistry → with Pre-Engineering II	Chemistry → with Pre-Engineering III ----- Physics → with Pre-Engineering III	Physics with Pre-Engineering IV ----- AP Biology with Pre-Engineering IV

**All students in the magnet program are also enrolled in the Pre-Engineering / Elective Courses*

Westover High School

	<u>Ninth Grade</u>	<u>Tenth Grade</u>	<u>Eleventh Grade</u>	<u>Twelfth Grade</u>
Regular	Physical Science II	Biology	Chemistry → ----- Environmental Science →	Physics ----- Human Anatomy
Medical Arts Magnet	Biology / with Scientific Research I	Chemistry / with Biology II	Physics / with AP Environmental	AP Biology / with Scientific Research II

** All students in the magnet program are also enrolled in the Magnet Medical Arts / Elective Courses*

Science

26.0120008

Biology I (BIOI)

Introduces science process skills and laboratory safety, research, nature of biology, cellular biology, biochemistry, genetics, evolution, classification, diversity of life, human body, and ecology.

26.0130008

Biology II (BIOII)

Enhances student's skills and further develops the concepts on interdependence of organisms, energy flow in living systems, and biological evolution that were studied in Biology I. Whenever possible, careers related to medicine, research, health-care and modern medical technology should be emphasized throughout the curriculum. Case studies concerning diseases, disorders and ailments (i.e. real-life applications) should be emphasized.

26.0140009

Advanced Placement Biology (APBIO)

Conforms to the College Board topics for the Advanced Placement Chemistry Examination. Covers biological chemistry, cells, energy transformations, molecular genetics, heredity, evolution, taxonomy and systematics, Monera, Protista, fungi, plants, animals, and ecology.

26.0730008

Human Anatomy and Physiology (HAP)

Designed to continue student investigations that are 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.

40.0110008

Physical Science II (PSII)

Promotes science process skills through study of properties of matter, atomic theory, chemical symbols, stoichiometry, periodic table, organic chemistry, energy, mechanics, waves and energy transfer, electricity and magnetism. Includes reference, research skills, and safety.

40.0510008

Chemistry I (CHEMI)

Introduces chemistry; covers science process skills, units of chemistry, atoms and collections of atoms, periodicity and bonding, compounds and reactions, characteristics of states of matter, acid/base chemistry, chemical dynamics and equilibrium, reference, research skills, and lab safety.

40.0530009

Advanced Placement Chemistry (APCHEM)

Conforms to College Board topics for the Advanced Placement Chemistry Examination. Covers atomic theory and structure, chemical bonding, nuclear chemistry, gases, liquids, solids, solutions, types of reactions, stoichiometry, equilibrium, kinetics, and thermodynamics.

40.0810008

Physics I (PHYI)

Covers basic mechanics (linear motion, Newton's laws, static forces, circular and angular motion, conservation of momentum and energy, applications of basic mechanics), kinetic theory (phases of matter, information retrieval), thermodynamics (characteristics, conservation), wave mechanics (general properties, sound, light, applications of wave mechanics), electricity (electrostatics, direct current, magnetism, alternating currents, applications of electricity), particle physics (quantum theory, subatomic and fundamental structure, applications of particle physics), and reference, research skills, lab safety, and process skills.

40.0830009

Advanced Placement Physics B (APPHYB)

The Physics B course includes topics in both classical and modern physics. Knowledge of algebra and basic trigonometry is required for the course; the basic ideas of calculus may be introduced in connection with physical concepts, such as acceleration and work. Understanding of the basic principles involved and the ability to apply these principles in the solution of problems should be one of the major goals of the course. Students taken this course should cover the following five content areas: Newtonian mechanics, fluid mechanics and thermal physics, electricity and magnetism, waves and optics, and atomic and nuclear physics. The Physics B course should also include a hands-on laboratory component with a minimum of 12 student-conducted laboratory investigations. Each student should complete a lab notebook or portfolio of lab reports. (College Board course description September 2007)

40.0921008

Scientific Research I

Students taking Research I will develop projects that are mostly suggested or required by their teacher. It is expected that students will receive strong support from their teacher and research projects could be completed within weekly time frames. Presentation of the projects developed at this level will occur mostly in the classroom setting or school site science fair.

40.0922008

Scientific Research II

Students taking research II will develop projects based on their interests. These projects may be related to topics that they are covering in any of their science courses or could expand on those ideas. It is expected that the students will receive some support from their teachers but most work will be completed independently. Projects at this level could be completed on a time frame of weeks to a month. Presentations of the projects developed at this level will take place at regional or state science fair competitions for example.

26.0610008

Environmental Science (ENSCI)

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

26.0620009

Advanced Placement Environmental Science (APENSCI)

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. (Advanced Placement Course Description, May 1997. The College Board.)

Social Studies Course Sequence

9th	10th	11th	12th
World History	U.S. History	Economics	American Government
AP World History	AP U.S. History	AP Macroeconomics	AP American Government

Social Sciences

45.0570008

45.2570008 (Gifted)

American Government

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

45.0520009

45.2520009 (Gifted)

Advanced Placement Government/Politics: United States (APGPUS)

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.

45.0610008

45.0610088 (Honors)

45.2610088 (Gifted)

Economics/Business/Free Enterprise (ECBUFE)

Focuses on the American economic system; covers fundamental economic concepts, comparative economic systems, microeconomics, macroeconomics and international economic interdependence. Stresses the ability to analyze critically and to make decisions concerning public issues. This course is designed to be completed in one quarter or one semester.

45.0620089

45.2620089 (Gifted)

Advanced Placement Macroeconomics (APMAC)

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

45.0810008

United States History (USHIS)

Investigates the United States, its people, institutions and heritage. Emphasizes political, cultural and social issues, the role of the United States as a world leader and the issues confronting the United States today.

45.0820009

45.2820009 (Gifted)

Advanced Placement United States History (APUSHIS)

Conforms to College Board topics for the Advanced Placement United States History Examination. Covers discovery and settlement, Colonial Society, the American Revolution, Constitution and the New Republic, Age of Jefferson, Nationalism, Sectionalism, Territorial Expansion, Civil War, Reconstruction, Industrialization, Progressive Era, World War I, Depression, New Deal, World War II, The Cold War, through modern times.

45.0830008

World History (WORHIS)

Emphasizes the political, cultural, economic and social development and growth of civilizations. Covers the development of change beginning with ancient civilizations, the emergence of nations through trade/communications, intellectual development, scientific/technological development, emergence of nation states, nations in conflict and the emerging interdependence of nations in the twentieth century.

45.0811009

45.2811009 (Gifted)

AP World History

This course is designed to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Periodization, explicitly discussed, forms an organizing principle for dealing with change and continuity throughout the course. Specific themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study.

Internship/Directed Studies

70.2210008

Internship I (INTI)

Gifted Internships are academic electives used in local systems when the high school's regular course offerings are insufficient to meet the needs of the most academically able and most highly motivated students. School system employees assist individual gifted students in securing positions in a professional workplace where they can pursue advanced academic knowledge and skills in areas of interest. The learning objectives of the internship are developed jointly by the student, gifted program personnel, department faculty at the high school, and central office curriculum staff. A school system employee with the gifted education endorsement supervises students participating in a Gifted Internship course; an individual in the workplace must also agree to communicate with the student and his/her faculty advisor regarding the student's performance. An individual student contract is reviewed and approved (if acceptable) by a district wide committee. The student contract must include specific learning goals and objectives, a plan for achieving the objectives, a proposal for a final project or product, a plan for professional presentation of the product, and the criteria by which the product will be evaluated.

70.2220008

Internship II

Enhances Level I course.

70.2230008

Internship III

Enhances Level II course.

70.2240008

Internship IV

Enhances Level III course.

70.2310008

Directed Study I (DSI)

Gifted Directed Studies are academic courses used in local systems when (a) the high school's regular course offerings are insufficient to meet the needs of the most academically able and most highly motivated students and/or (b) scheduling conflicts created by the advanced nature of the student's program of study do not allow the gifted student to enroll in a course he/she needs. Directed Studies allow gifted students to learn academic content and skills that are far more advanced than those that can be offered for a larger group of students on a high school campus. In addition to the applicable QCC standards, individualized learning objectives of the directed study are developed jointly by the student, gifted program personnel, and department faculty at the high school. An individual student contract is reviewed and approved (if acceptable) by a district wide committee. The student contract must include specific learning goals and objectives, a plan for achieving the objectives, and the criteria by which the student's performance will be evaluated. A teacher with the gifted education endorsement supervises and facilitates the work of students participating in a Gifted Directed Studies course.

70.2320008

Directed Study II (DSII)

Enhances Level I course.

70.2320008

Directed Study III (DSIII)

Enhances Level II course.

70.2320008

Directed Study IV (DSIV)

Enhances Level III course.

70.2110008

Mentorship I (MENT)

Gifted Mentorships are academic electives used in local systems when the high school's regular course offerings are insufficient to meet the needs of the most academically able and most highly motivated students. School system employees assist individual gifted students in securing mentors who are capable of guiding the students through a rigorous course of study. The learning objectives of the mentorship are developed jointly by the student, the mentor, gifted program personnel, department faculty at the high school, and central office curriculum staff. The mentorship experience must be designed to extend academic knowledge and skills in an area of interest in ways that are advanced well beyond the objectives typically taught at the high school level. An individual student contract is reviewed and approved (if acceptable) by a district wide committee. The student contract must include specific learning goals and objectives, a plan for achieving the objectives, a proposal for a final project or product, a plan for professional presentation of the product, and the criteria by which the product will be evaluated. A school system employee with the gifted education endorsement supervises students participating in Gifted Mentorship.

70.2120008
Mentorship II (MENT)
Enhances Level I course.

70.2130008
Mentorship III (MENT)
Enhances Level II course.

70.2140008
Mentorship IV (MENT)
Enhances Level III course.

Health & Physical Education

17.0110017/27
Health (HLTH)
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.

36.0510017/27
Personal Fitness (PERFIT)
Provides instruction in methods to attain a healthy level of physical fitness. Covers how to develop a lifetime fitness program based on a personal fitness assessment and stresses strength, muscular endurance, flexibility, body composition and cardiovascular endurance. Includes fitness principles, nutrition, fad diets, weight control, stress management, adherence strategies and consumer information; promotes self-awareness and responsibility for fitness.

36.0610017/27
Advanced Personal Fitness (APERFIT)
Enhances strength and muscular endurance, flexibility and cardiovascular endurance. Emphasizes self-management and adherence strategies.

36.0210017/27
Introductory Team Sports (INTROTSP)
Introduces fundamental skills, strategies and rules associated with team sports such as basketball, volleyball, soccer, softball, baseball, field hockey, lacrosse, team handball, and flag football.

36.0310017/27
Intermediate Team Sports (ITMSP)
Enhances skills and strategies in team sports such as basketball, volleyball, soccer, softball, baseball, field hockey, lacrosse, team handball and flag football.

36.0410017/27
Advanced Team Sports (A TMSP)
Provides opportunities to officiate and to enhance skills in team sports strategies.

36.0220017/27
Introductory Lifetime Sports (INTROL TS)
Introduces fundamental skills, strategies, and rules associated with lifetime sports such as bowling, golf, tennis, racquetball, baseball, badminton, roller skating, and skiing.

36.0320017/27
Intermediate Lifetime Sports (IL TSP)
Enhances skills and strategies in lifetime sports such as bowling, golf, tennis, racquetball, baseball, badminton, roller skating and skiing.

36.0420017/27
Advanced Lifetime Sports (AL TSP)
Refines skills and explores the technical aspects of lifetime sports.

36.0230017/27
Introductory Track and Field (INTTRFLD)
Introduces the history, rules, and basic skills involved in the various track and field events: hurdles, shotput, high jump, relays, javelin throw and long jump.

36.0330017/27

Intermediate Track and Field (ITRFLD)

Enhances skills in various track and field events: hurdles, shotput, high jumping, relays, javelin throw and long jump.

36.0430017/27

Advanced Track and Field (A TRFLD)

Provides further skills development in a chosen area of track and field.

36.0260017/27

Introductory Rhythmics and Dance (INRHYMDA)

Introduces level, range, force and focus in the exploration of space through music and dance; may include creative and expressive dance, folk and ethnic dance and square dance or experiences developing fitness and the ability to synchronize movement with musical structure. May include jump ropes, balls, sticks, streamers and bamboo poles.

36.0270017/27

Introductory Recreational Games (INRECGA)

Introduces recreational games suitable for lifetime leisure activities; may include table tennis, shuffleboard, frisbee, deck tennis, new games, horseshoes, darts and croquet. Emphasizes the rules of each game and the skills necessary to play.

36.0520017/27

Physical Conditioning (PHYCOND)

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.

36.0620017/27

Advanced Physical Conditioning (APHYCOND)

Enhances cardiovascular endurance, flexibility, muscular strength and endurance and body composition. Emphasizes self-management and adherence strategies.

36.0540017/27

Weight Training (WTTRN)

Introduces weight training; emphasizes strength development training and proper lifting techniques. Includes fitness concepts for developing healthy lifetime habits.

36.0640017/27

Advanced Weight Training (A WTTRN)

Increases strength and cardiovascular fitness through an individualized weight training program. Emphasizes self-management and adherence strategies.

36.0710017/27

Adapted Physical Education I (APE I)

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.

36.0720017/27

Adapted Physical Education II (APEII)

Enhances level-one skills in any different combination or variety of team sports, lifetime sports, 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.

36.0730017/27

Adapted Physical Education III (APEIII)

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.

36.0740017/27

Adaptive Physical Education IV (APEIV)

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.

Visual Arts

50.0911007

Introduction to Fine Arts (IFA)

Introduces art history through art works from antiquity to the present. Covers style, symbolism, media, subject matter and the purposes of art and artist; explores the technological, economic, religious, political and social influences on development of architecture, painting, sculpture and other art forms. Emphasizes the relationship of history to art criticism, aesthetics and art productions.

50.4211007

Visual Arts/Comprehensive I (VACI)

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.

50.4311007

Visual Arts/Drawing I (VADI)

Explores a variety of drawing techniques and media; emphasizes developing 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.

50.4313007

Visual Arts/Drawing and Painting I (VADPI)

Introduces drawing and painting techniques and a variety of drawing and painting media. Stresses critical analysis of master paintings and drawings of different styles and historical periods; emphasizes problem-solving techniques to achieve desired results in personal work.

50.4321007

Visual Arts/Painting I (V API)

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 the color theory and composition. Emphasizes the concept and development of personal style. Covers Western and non-Western cultures.

50.4411007

Visual Arts/Ceramics/Pottery I (V ACPI)

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.

50.4221007

Visual Arts/Fibers I (V AFI)

Introduces fabric and fiber design techniques such as weaving, stitchery and printing and a variety of design techniques, materials and supplies. Explores historical origins and use of fabric in Western and non-Western cultures. Applies art criticism techniques to judgments about fiber/fabric designs.

50.4431007

Visual Arts/Applied Design I (V AADI)

Emphasizes design elements and principles in the production of art products such as architecture, advertisements, graphic designs, environmental designs and product designs. Stresses proper use of equipment and vocabulary and technical terms. Investigates the computer and its influence on and role in creating contemporary designs. Includes a cultural and historical study of master design works of different periods and styles.

50.4511007

Visual Arts/Printmaking I (V APMI)

Introduces a variety of printmaking techniques using processes such as relief printing (monoprint, collography block), intaglio processes (etching and engraving) and perigraphy (silkscreen films, stencils, block-out). Investigates the historical development of printmaking in Western and non-Western cultures. Emphasizes design elements and principles; introduces art criticism approach applied to fine art prints.

50.4611007

Visual Arts/Sculpture I (V ASI)

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 their sculptors.

50.4711007

Visual Arts/Photography I (VAPID)

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; introduces 35mm photography. Stresses appropriate processing techniques and safe use of photographic materials and equipment.

50.4721007

Visual Arts/Graphics I (V AGRI)

Introduces graphic design as seen in posters, advertisements, logos, illustrations, signs and package or product designs. Covers selected graphic design elements, vocabulary and the media, tools, equipment, techniques, processes and styles used for graphics. Investigates the historical development of graphics design and its function in contemporary society. Stresses using the computer as a major design tool; explores career opportunities.

50.4731007

Visual Arts/Video I (V A VI)

Introduces video as an art form; covers technical and expressive considerations of program production, such as equipment, lighting, costumes, setting, props and script. Provides opportunities to participate in each phase of video productions; stresses analysis of video production based on selected evaluation criteria. Emphasizes elements and principles of design in composition exercises.

50.4811009

Visual Arts/Advanced Placement Studio: Drawing Portfolio (V AAPSDP)

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.

(Prerequisite: Teacher recommendation.)

50.4813009

Advanced Placement Studio: 2D Design Portfolio

The AP Studio Art Program encourages creative as well as systematic investigation of formal and informal issues. Emphasizes making art as an on-going process that involves the student in informed and critical decision-making. The course is designed to help develop technical skills and familiarize students with the functions of the visual elements. The course encourages students to become independent thinkers who will contribute inventively and critically to their culture through the making of art. Submission of an AP portfolio is required.

Dance

51.0410007

Modern Dance I (DAMOI)

Introduces modern dance; covers shape, form, line and experimentation with individual expression and creativity. Stresses aesthetic perception, creative expression and performance, historical and cultural heritage and aesthetic judgment and criticism.

51.0420007

Modern Dance II (DAMOII)

Enhances level-one skills; emphasizes complex rhythms, movement combinations, longer phrases, transitions and centering on a specific technique. Offers performing and observation opportunities.

Drama

52.0210017/27

Dramatic Arts/Fundamentals I (DRAFI)

Serves as prerequisite for other theater/drama courses. Develops and applies performance skills through basic vocal, physical and emotional exercises; includes improvisation and scene study and related technical art forms.

52.0220017/27

Dramatic Arts/Fundamentals II (DRAFII)

Enhances level-one skills by producing and studying children's theater in depth with performance opportunities.

52.0230017/27

Dramatic Arts/Fundamentals III (DRAFIII)

Enhances level-two skills by producing and studying literature as related to theater. focus on language arts classes. Provides opportunities for performance with focus on language arts classes.

52.0240017/27

Dramatic Arts Fundamentals IV (DRAFIV)

Enhances level-three skills by producing and writing plays for presentation; explores the role of the playwright. opportunities for practical application.

52.0410017/27

Dramatic Arts/Technical Theater I (DRA TTI)

Introduces technical considerations of play production; covers properties, lighting and settings, program, box office, marketing, management, make-up and costumes.

52.0610017/27

Dramatic Arts/Acting I (DRAAI)

Introduces advanced acting process. Stresses developing imagination, observation, concentration powers and self-discipline. Includes developing physical and vocal control while transmitting emotions, convictions and ideas; enhances self-confidence and self-awareness. Focuses on scene study.

52.0710017/27

Dramatic Arts/Film I Video and Television I (DAFVTI)

Provides an overview of film, television and video and their relationship to drama and theater. Covers technical considerations of program production and the interactive roles of the director, actor, choreographer and technical designers. Provides opportunities to analyze film, television and video productions and to develop criteria to evaluate these media forms.

Music/Band

53.0140017/27

Music Appreciation I (MUAI)

Introduces production and performance; covers terminology and idioms, elements of music, perceptive listening and attitudes and appreciation. Stresses the ability to become a literate consumer and the ability to speak and write about music.

53.0150017/27

Music Appreciation II (MUAI)

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.

53.0160017/27

Music Appreciation III (MUAI)

Enhances level-two skills. Emphasizes developing a framework for critical analysis of music. Provides knowledge and skills for development of independent reading and performance on folk instruments. Encourages composition and use of electronic media.

53.0210017/27

Music Theory and Composition I (MUTCI)

Introduces the fundamentals of organized sound. Emphasizes rules of Western music composition and offers opportunities to create original works. May include using computers for composition.

53.0220017/27

Music Theory and Composition II (MUTCH)

Enhances level-one skills. Emphasizes advanced composition techniques and analysis of Western masterworks from all musical styles. Offers opportunities to create and produce original works; may include using computers for composition. Introduces non-Western approaches to theory and composition.

53.0361007

Beginning Band I (MUBI)

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 through all four levels. Stresses individual progress and group experiences.

53.0362007

Begin Band II (MUBII)

Enhances level-one skills. Provides opportunities to continue development of performance skills on a wind or percussion instrument. Continues emphasis on performance, production, analysis and appreciation of music. Stresses individualized learning and group experiences.

53.0363007

Beginning Band III (MUBIII)

Enhances level-two skills. Provides opportunities to develop performance skills and precision on a wind or percussion instrument. Continues emphasis on performance, production and analysis; includes historical and cultural contributions and influences, creative aspects of music and appreciation of music. Builds reading skills and independent performance of one's part in an ensemble; stresses individualized learning and group experiences.

53.0364007

Beginning Band IV (MUBIV)

Enhances level-three skills. Provides further opportunities to develop performance skills and precision on a wind or percussion instrument. Continues emphasis on performance and production, analysis and historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses individualized learning and group experiences.

53.0371007

Intermediate Band I (MUIBI)

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.

53.0372007

Intermediate Band II (MUIBII)

Enhances level-one skills and provides further opportunities for intermediate-level performers to develop reading techniques and increase performance skills. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses individualized learning and group experiences.

53.0373007

Intermediate Band III (MUIBIII)

Enhances level-two skills and provides further opportunities for intermediate-level performers to build independence and leadership within the ensemble. Covers performance and production, analysis and historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses individualized learning and group experiences.

53.0374007

Intermediate Band IV (MUIBIV)

Enhances level-three skills and provides further opportunities for intermediate-level performers to increase performance skills and precision with increasingly difficult literature. 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, practice strategies and group experiences.

53.0381007

Advanced Band I (MUABI)

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 through all four levels. Stresses individual progress and learning strategies and ensemble experiences.

53.0382007

Advanced Band II (MUABII)

Enhances level-one skills and provides further opportunities for advanced-level performers to 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. Stresses self-paced progress, individual learning strategies and ensemble experiences.

53.0561007

Beginning Orchestra I (MUBOI)

Provides opportunities to develop performance skills and precision on orchestral stringed instruments. Emphasizes 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 ensemble experiences.

53.0562007

Beginning Orchestra II (MUBOII)

Enhances level-one skills and provides further opportunities to develop 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 ensemble experiences.

53.0571007

Intermediate Orchestra I (MUIOI)

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.

53.0572007

Intermediate Orchestra II (MUIOII)

Enhances level-one skills and provides further 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. Stresses self-paced progress and group experiences.

53.0580007

Advanced Orchestra I (MUAOI)

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.

53.0582007

Advanced Orchestra II (MUAOII)

Enhances level-one 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.

53.0641007

Beginning Jazz I (MUBJI)

Offers opportunities to develop performance skills and knowledge on instruments or voice in a jazz idiom. Includes performance and production, analysis and theoretical studies, historical and cultural contributions and influences. Emphasizes improvisation and composition; stresses individual progress and group experiences. Emphasizes jazz as an indigenous American art form.

53.0642007

Beginning Jazz II (MUBJII)

Enhances level-one skills and provides further opportunities to develop and refine performance skills and knowledge on instruments or voice in a jazz idiom. Includes performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music (especially improvisation and composition) and appreciation of music. Stresses self-paced progress and group experiences. Emphasizes jazz as an indigenous American art form.

53.0740107

Beginning Instrumental Ensemble I (MUBIEI)

Offers smaller ensemble experience for instrumentalists in 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.

53.0742007

Beginning Instrumental Ensemble II (MUBIEII)

Enhances level-one skills and provides further opportunities to develop performance skills and knowledge in ensemble music. 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.

Music/Chorus

53.0711007

Beginning Choral Ensemble I (MUBCEI)

Provides opportunities to develop performance skills and knowledge in ensemble singing. Limited to 16 to 20 performers and may include any style period. Covers performance and production, analysis and theoretical studies, historical and cultural influences, creative aspects of music and appreciation of music. Stresses balance of individual progress and group success.

53.0712007

Beginning Choral Ensemble II (MUBCEII)

Enhances level-one skills and provides further opportunities to develop and refine performance skills and knowledge in large group choral singing. Limited to 16 to 20 performers, may include choral 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. Stresses self-paced progress and group experiences.

53.0713007

Beginning Choral Ensemble III (MUBCEIII)

Enhances level-two skills and provides further opportunities to develop performance skills and knowledge in large group choral singing. 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.

53.0714007

Beginning Choral Ensemble IV (MUBCEIV)

Enhances level-three skills and provides further opportunities to develop performance skills and knowledge in large group choral singing. 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; focuses on tone, balance and vocal production.

53.0721007

Intermediate Choral Ensemble I (MUICEI)

Provides opportunities for intermediate-level performers to increase performance skills and knowledge in large group choral singing. Covers 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 group experiences; offers large and small ensemble experiences.

53.0722007

Intermediate Choral Ensemble II (MUICEII)

Enhances level-one skills and provides further opportunities for intermediate-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. Stresses self-paced progress and group experiences; builds skills in reading and vocal performance.

53.0723007

Intermediate Choral Ensemble III (MUICEIII)

Enhances level-two skills and provides further opportunities for intermediate-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. Stresses self-paced progress and group experiences; continues reading and performance emphasis.

53.0724007

Intermediate Choral Ensemble IV (MUICEIV)

Enhances level-three skills and provides further opportunities for intermediate-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. Stresses self-paced progress, group experiences and tone, balance and musicianship.

53.0731007

Advanced Choral Ensemble I (MUACEI)

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.

53.0732007

Advanced Choral Ensemble II (MUACEII)

Enhances level-one skills and provides further opportunities for advanced-level performers to increase performance skills and knowledge in large group choral singing. Limited to 16 to 120 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. Stresses self-paced progress and group experiences.

54.0231007

Advanced Mixed Chorus I (AMCI)

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.

54.0232007

Advanced Mixed Chorus II (AMCII)

Enhances level-one skills and provides advanced-level performers further 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: Stresses self-paced progress and group experiences.

Personal, Interpersonal, and Social Skills

35.0610017/27

H.S. 101 (HS101)

Introduces methods to improve test-taking, note-taking, time-management, problem-solving, decision-making, active-listening, goal-setting and organizational skills. Stresses study habits, learning styles and learning strategies .

35.0620017/27

Study Skills II (STSKII)

Enhances Study Skills I.

35.0630007

GHS GT Prep (GHS GT P)

This course is intended for students preparing to take the Georgia High School Graduation Test for the first time.

35.1630047/48 (English)

35.1630057/58 (Math)

35.063006768 (Science)

35.0630077/78 (Social Studies)

Study Skills III (STSKIII)

This course is intended for those students who are having difficulty passing one or more sections of the Georgia High School Graduation Test.

35.1640047/57 (English)

35.1640057/58 (Math)

35.0640067/68 (Science)

35.0640077/78 (Social Studies)

Study Skills IV (STSKIV)

This course is intended for those students who are having difficulty passing one or more sections of the Georgia High School Graduation Test.

35.0660017/27

Scholastic Assessment Test (SAT) Preparation (SATP)

Foreign Language

60.0110007

French I (RLFRI)

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.

60.0120007

French II (RLFRII)

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.

60.0130007

French III (RLFRIII)

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.

60.0140007

French IV (RLFRIIV)

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.

60.0170009

Advanced Placement French: Language (APFLANG)

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 non-technical writing and to express oneself in speech and in writing coherently, fluently and accurately.

60.0180009

Advanced Placement French: Literature (APFLIT)

Conforms to College Board required reading list for the Advanced Placement French Literature Examination. Promotes proficiency and the ability to read and understand prose and verse of moderate difficulty, to formulate and express critical opinions and judgments orally or in writing and to read and analyze French literature critically.

60.0710007

Spanish I (RLSPI)

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.

60.0720007

Spanish II (RLSPII)

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.

60.0730007

Spanish III (RLSPIII)

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.

60.0740007

Spanish IV (RLSPIV)

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.

60.0750007

Spanish V (RLSPV)

Enhances Level Four skills in Spanish, provides opportunities to increase levels of proficiency in all skill areas and to deepen understanding of Spanish-speaking cultures.

60.0770009

Advanced Placement Spanish: Language (APSLANG)

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.

60.0780009

Advanced Placement Spanish: Literature (APSLIT)

Conforms to College Board required authors and selected works for the Advanced Placement Spanish Literature Examination. Emphasizes the ability to understand a lecture in Spanish and discuss literary topics in Spanish, to read Hispanic literary texts in all genres and to analyze critically form and content of literary works orally and in writing using appropriate terminology.

60.0790017/27

Spanish for Native Spanish Speakers I (RLSPSPI)

Designed for Heritage Language Learners of Spanish, this course can accommodate a wide range of Heritage language learners, from those who are minimally functional (can comprehend Spanish but are not able to speak fluently, read or write) to those who are more proficient and literate in Spanish. The recommended entrance requirement for the beginning level is at the Intermediate-Mid level of proficiency in listening comprehension on the ACTFL scale. It is not necessary that students speak at the Intermediate level prior to entering the course. This course will develop reading, writing, speaking and listening skills. The student will also develop an awareness and understanding of Hispanic cultures, such as language variations, customs, geography and current events.

60.0791017/27

Spanish for Native Spanish Speakers II (RLSPSPII)

Designed for Heritage Language Learners of Spanish, this course can accommodate a wide range of Heritage language learners, from those who are somewhat functional (can comprehend spoken Spanish but speak haltingly and need improvement in reading and/or writing) to those who are more proficient and literate in Spanish. The recommended entrance requirement is at the Intermediate-High level of proficiency in listening comprehension on the ACTFL scale and an Intermediate-Mid level of proficiency in reading, writing and speaking. This course will continue to develop reading, writing, speaking and listening skills and will promote a deeper understanding of the Hispanic cultures, such as language variations, customs, geography, history, and current events.

60.0714017/27

Workplace Spanish (WPS)

Introduces the Spanish language; emphasizes all skills: listening, speaking, reading, and writing in an integrated way. Includes how to greet and take leave of someone, how to ask and respond to basic questions, how to speak and read within a range of carefully selected topics dealing with the understanding of Spanish-speaking cultures and with the understanding and use of Spanish in various workplace settings. Students who desire to develop usable levels of proficiency in Spanish to communicate in the workplace setting should consider taking Spanish I, Spanish II and Advanced Spanish for the Workplace, as one year of Spanish will not suffice to attain that goal. Workplace Spanish will count only as elective credit in the college preparatory program.

60.0715017/27

Advanced Workplace Spanish (ADVWSP)

Provides opportunities for student who have completed Spanish I and II or Spanish for Native Speakers I (not a continuation of Workplace Spanish) to continue to develop their listening, speaking, reading, and writing skills in an integrated manner.

61.0410007

Latin I (LATI)

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.

61.0420007

Latin II (LATII)

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.

61.0430007

Latin III (LATIII)

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, Luvenal, 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.

61.0440007

Latin IV (LATIV)

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, Luvenal, 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.

61.0470009

Advanced Placement Latin: Vergil (APLA TV)

Conforms to College Board required reading for the Advanced Placement Latin Examination. Covers Vergil's Aeneid and emphasizes the ability to translate accurately, to interpret critically, to read aloud with attention to pauses and phrasing, to scan Latin hexameter verse and to demonstrate mastery of Latin syntax through written translations.

61.0480009

Advanced Placement Latin: Literature (APLATL)

Conforms to College Board required reading for the Advanced Placement Latin Examination. Covers required poems of Catullus and Odes of Horace. Emphasizes translation, critical analysis and appreciation. Stresses ability to translate accurately and to read at sight, to appreciate imagery, figures of speech and sound and metrical effects; to identify the context and significance of short excerpts, to explicate specific words or phrases in context; to write an accurate English translation of a Latin passage and to mark the scansion of the meters.

62.0310007

Japanese I (JAI)

Introduces the Japanese 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 Japanese culture.

62.0320007

Japanese II (JAI)

Enhances Level One skills in Japanese 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 Japanese culture.

61.0110007

German I (GERMI)

Introduces the German 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 German-speaking cultures.

61.0120007

German II (GERMII)

Enhances Level One skills in German 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 to increase understanding of German-speaking cultures.

61.0130007

German III (GERMIII)

Enhances Level Two skills in German 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 German-speaking cultures.

Career, Technical and Agricultural Education Course Sequence

***Note: Courses Required to Complete a Pathway**

Program Concentration: Agriculture

Plant Science/Horticulture Career Pathway:

- * Basic Agricultural Science and Technology**
- *General Horticulture and Plant Science**
- *Nursery and Landscape
Floriculture Production and Management**

Program Concentration: Business & Computer Science

Financial Management/Services Career Pathway:

- *Business Essentials**
- *Banking and Investing**
- *Insurance and Risk Management
Financial Literacy**

Small Business Development Career Pathway:

- *Business Essentials**
- *Legal Environment of Business**
- *Entrepreneurial Ventures**

Interactive Media Career Pathway:

- *Computing in the Modern World**
- *Fundamentals of Web Design**
- *Advanced Web Design
Introduction to Animation and 3D Design**

Computer Systems & Support Pathway :

- *Computing in the Modern World**
- *Information Technology Essentials**
- *Information Technology Support**

Administration/Information Support Career Pathway:

- *Computer Applications I**
- *Computer Applications II**
- *Business Communication & Presentation**

Program Concentration: Marketing, Sales & Service

Marketing Communication and Promotion Pathway:

- *Marketing Principles**
- *Professional Sales and Promotions**
- *E-Marketing**
- Marketing Research**
- International Business and Marketing**

Fashion Marketing Career Pathway:

- *Marketing Principles**
- *Introduction to Fashion Marketing**
- *Advanced Fashion Marketing**

Marketing and Management Career Pathway:

- *Marketing Principles**
- *Entrepreneurship: Building A Business**
- *Advanced Marketing**
- Marketing Research**

Program Concentration: Family & Consumer Science

Nutrition & Food Science Career Pathway:

- *Food, Nutrition & Wellness**
- *Food & Nutrition through the Lifespan**
- *Food Science**

Program Concentration: Education

Early Childhood Education Career Pathway:

- *Introduction to Early Childhood Care & Education**
- *Human Growth & Development for Early Childhood**
- *Health, Safety & Nutrition for the Young Child**
- Early Childhood Education Internship**

Teaching As a Profession Career Pathway:

- *Examining the Teaching Profession**
- *Contemporary Issues in Education**
- *Teaching as a Profession Internship**

Program Concentration: Culinary Arts

Culinary Arts Career Pathway:

- *Introduction to Culinary Arts**
- *Culinary Arts I**
- *Culinary Arts II**

Program Concentration: Engineering and Technology

Engineering Graphic and Design Career Pathway:

- *Introduction to Engineering Drawing and Design**
- *Survey of Engineering Graphics**
- *3D Modeling and Analysis**

Program Concentration: Government & Public Safety

Law & Justice Career Pathway:

- *Introduction to Law and Justice**
- *Law, Community Response and Policing**
- *Criminal Investigations & Forensics**
- Law and Justice Internship**

JROTC – Air Force:

- *JROTC/Air Force I: Aerospace Science: A Journey into Aviation History and Leadership I**
- *JROTC/Air Force II: Aerospace Science: Science of Flight and Leadership II**
- *JROTC/Air Force III: Aerospace Science: Global and Cultural Studies I**
- JROTC/Air Force IV: Aerospace Science: Astronomy and/or Leadership III**

JROTC – Army:

- JROTC/Army I: Introduction to Leadership and Character Development**
- JROTC/Army II: Intermediate Life Skills, Geography and Government**
- JROTC/Army III: Advanced Leadership, Principles of Management, Advanced Life Skills, Orienteering and History**
- JROTC/Army IV: Leadership Seminar and Social Sciences**

JROTC – Marines:

- *JROTC/Marine Corps Leadership Education I**
- *JROTC/Marine Corps Leadership Education II**
- *JROTC/Marine Corps Leadership Education III**
- JROTC/Marine Corps Leadership Education IV**

Program Concentration: Healthcare Science

Therapeutic Services Career Pathway:

***Introduction to Healthcare Science**
***Application of Therapeutic Services**
***Nursing Essentials**
Nursing Internship

Emergency Services Career Pathway:

***Introduction to Healthcare Science**
***Emergency & Disaster Preparedness**
***Concepts of Emergency Medicine**
Emergency Medicine Internship

Personal Care Services – Cosmetology:

Cosmetology Services Core I
Cosmetology Services Core II
***Cosmetology Services Core III**
Internship I

Agriculture

02.4710001 (One Hour Block for Full Year)

02.4710012/22 (2 Hour Block for 1 Semester)

Basic Agricultural Science and Technology

This course is designed as an introduction or support course for the Agriscience Pathway Program of Study. The course introduces the major areas of scientific agricultural production and research; presents problem solving lessons and introductory skills and knowledge in agricultural science and agri-related technologies. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.

Prerequisite: None

01.4610001 (1 Hour Block for Full Year)

04.4610012/22 (2 Hour Block for 1 Semester)

General Horticulture and Plant Science (AG-HG/PS)

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.

Prerequisite: Basic Agricultural Science and Technology

01.4700001 (1 Hour Block for Full Year)

07.4700012/22 (2 Hour Block for 1 Semester)

Nursery and Landscape (AG-NL)

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 management. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.

Prerequisite: General Horticulture and Plant Science.

01.4620001 (1 Hour Block for Full Year)

01.4620012/22 (2 Hour Block for 1 Semester)

Floriculture Production and Management (AG-FL)

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.

Prerequisite: Nursery and Landscape

Business & Computer Science

06.4160001

Business Essentials (BCS-BE)

Business Essentials is a foundations course for the Small Business Development Career Pathway. It is also appropriate for students enrolled in any career Pathway who plan to own and operate their own business. The course will help students build a strong knowledge base and develop management skills as they study forms of business ownership, functions of management, budgeting and finance, technology, communications, legislation, leadership and teamwork, marketing, and economics. Mastery of these standards through project-based learning and leadership development activities of the Career and Technical Student Organizations will help prepare students with a competitive edge for the global marketplace.

Prerequisite: None.

07.4211001

Banking and Investing (BSC-BI)

Using project-based instruction, students are introduced to the basics of the banking system, bank operating procedures, negotiable instruments, and the deposit and credit functions of banks. Methods used for measuring the financial performance of banks are analyzed. Current bank issues and future trends in banking are examined. Students explore the major functions of bank employees by completing a flow-of-work simulation. Students formulate business and individual investment decisions by comparing and contrasting a variety of investment options. Students analyze annual reports, predict growth rates, and chart trend lines. Business partnerships with community banks, investment firms, stock market simulations, guest speakers, field trips, and work-based learning activities can be incorporated in this course.

Prerequisite: Business Essentials.

07.4230001

Insurance and Risk Management (BSC-IRM)

Using project-based instruction, students analyze risk management techniques from the viewpoints of those employed in the industry as well as from that of business owners seeking to meet risk management needs. Insurance products are evaluated in relation to cost and effectiveness. The importance of ethical practices is emphasized. Business partnerships with risk management companies, guest speakers, field trips, and work-based learning activities can be incorporated in this course.

Prerequisite: Banking and Investing.

07.4260001

Financial Literacy (BSC-FL)

Students need to be informed about their financial responsibilities today and to prepare for the real choices ahead. In this course they will learn about career decisions, money management, financial security, credit management, resource management, risk management, and consumer rights and responsibilities. Business partnerships with financial companies, guest speakers, field trips, and work-based learning activities can be incorporated in this course.

Prerequisite: Business Essentials.

06.4150007

Legal Environment of Business (BCS-LEB)

Business Essentials is a foundations course for the Small Business Development Career Pathway. It is also appropriate for students enrolled in any Career Pathway who plan to own and operate their own businesses. The course will help students build a strong knowledge base and develop management skills as they study forms of business ownership, functions of management, budgeting and finance, technology, communications, legislation, leadership and teamwork, marketing, and economics. Mastery of these standards through project-based learning and leadership development activities of the Career and Technical Student Organizations will help prepare students with a competitive edge for the global marketplace.

Prerequisite: Business Essentials.

06.4170007

Entrepreneurial Ventures (BSC-EV)

Entrepreneurial Ventures is the third course in the Small Business Development Career Pathway. This course concentrates on the management skills necessary for successful business operation. Students will study management strategies for developing and implementing business plans; structuring the organization; financing the organization; and managing information, operations, marketing and human resources. International business principles are infused in the standards for Entrepreneurial Ventures. An integral component of the Entrepreneurial Ventures course is a school-based or community-based entrepreneurial venture that will engage students in the creation and management of a business and the challenges of being a small business owner. Mastery of these standards through project-based learning and leadership development activities of Future Business Leaders of America (FBLA) will help prepare students with a competitive edge for the global marketplace.

Prerequisite: Legal Environment of Business.

07.4411001

Computer Applications I (BCS-CAI)

The goal of this course is to provide an understanding and application of social, ethical, and human issues related to technology. The course will also provide an introduction to computer technology, decision-making, productivity, communications, and problem-solving skills. Areas of instruction include computer applications and integration of word processing, desktop publishing, spreadsheet, database, and presentation software as well as use of emerging technologies.

Prerequisite: None.

07.4412001

Computer Applications II (BCS-CAII)

The goal of this course is to provide students with opportunities to enhance their computer technology, decision-making, productivity, communications, and problemsolving skills. Areas of instruction include advanced computer applications and integration of word processing, desktop publishing, spreadsheet, database, and presentation software, as well as the use of emerging technologies.

Prerequisite: Computer Applications I.

07.4831001**Business Communication & Presentation (BSC-BCP)**

The goal of this course is to provide students with an understanding of communication skills and current and upcoming technology and its impact personally and professionally. Competency will be developed in the areas of oral and written communication, interpersonal skills, and the use of current technology. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the core employability skills standards and the technical skill standards.

Prerequisite: Computer Applications II.

11.4130001**Computing in the Modern World (BSC-CMW)**

The goal of this course is to provide all students with an introduction to the principles of computer science and its place in the modern world. This course should also help students to use computers effectively in their lives, thus providing a foundation for successfully integrating their own interests and careers with the resources of a technological society.

In this course, high school students can acquire a fundamental understanding of the operation of computers and computer networks and create useful programs implementing simple algorithms. By developing Web pages that include images, sound, and text, they can acquire a working understanding of the Internet, common formats for data transmission, and some insights into the design of the human-computer interface. Exposure to career possibilities and discussion of ethical issues relating to computers should also be important threads in this course.

Prerequisite: None.

11.4140001**Information Technology Essentials**

Information Technology Essentials course provides students with the skills necessary to diagnose and correct problems that computer users encounter. Students will obtain the skills and knowledge necessary to install, build, upgrade, repair, configure, troubleshoot, and perform preventative maintenance on personal computer hardware and operating systems. Students will receive practical, hands-on experience in installing, maintaining, and troubleshooting computer hardware and software.

Prerequisite: Computing in the Modern World.

11.4200001**Information Technology Support**

Information Technology Support is a course where students learn the functionality of hardware components as well as best practices in maintenance and safety issues. Through hands-on activities and labs, students learn how to assemble and configure a computer and troubleshoot computer hardware problems. This course provides students with in-depth technical discussions of Information Technology objectives augmented through hands-on exercises. Emphasis is placed on communication skills and the professionalism needed to become a successful Computer Support Technician.

Prerequisite: Information Technology Essentials

11.4310001**Fundamentals of Web Design (BSC-FWD)**

Fundamentals of Web Design is the second course in the Interactive Media Career Pathway. This course will provide students with essential web page planning and development skills. Students will learn to write code manually and use graphical authoring tools. Students will also learn to work with web page layout and graphical elements, including images, hyperlinks, tables, forms, and frames. Mastery of these standards through project-based learning and leadership development activities of Future Business Leaders of America (FBLA) will help prepare students with a competitive edge for the global marketplace.

Prerequisite: Computing in the Modern World.

11.4320001**Advanced Web Design (BSC-AWD)**

The goal of this course is to provide students with the study of advanced topics in web design. Upon completion of this course, students should have a thorough knowledge of all areas of web page design. Topics include the web development process, advanced layout and design features, advanced study of scripting languages, site development with HTML editors, and web servers and databases. This course also prepares students to take the CIW Associate Design Specialist Certification.

Prerequisite: Fundamentals of Web Design.

11.4280001

Introduction to Animation and 3D Design (BSC-IAD)

Introduction to Animation and 3d Design is a foundations course that serves as an introduction to the animation and 3d design industry. Emphasis is placed on career awareness, fundamentals of modeling, storyboard creation, cameras and lighting. Students will learn how 3d technology is used for film, broadcast and games and how it is rapidly becoming the medium of choice for industrial design, military simulations, and medical visualization. The standards are aligned with the interactive media standards in Georgia's technical colleges, thus helping to qualify students for advanced placement should they continue their education at the postsecondary level. Competencies for the co-curricular student organization, Skills USA, are integral components of both the core employability skills standards and the technical skills standards, and Skills USA activities should be incorporated throughout instructional strategies developed for the course.

Prerequisite: Advanced Web Design.

Marketing, Sales & Services

08.4740001

Marketing Principles (MKT-MP)

Marketing Principles is the foundational course for all pathways in Marketing Education. Marketing Principles addresses all the ways in which marketing satisfies consumer and business needs and wants for products and services. Students develop an understanding of the functions of marketing and how these functional areas affect all businesses. They learn basic marketing concepts and the role of marketing in our economy. Students also develop skills in applying economic concepts to marketing, distribution and logistics, marketing information management, finance in marketing, product/service planning, pricing mixes, promotional strategies, and personal selling.

Prerequisite: None.

08.4720001

Professional Sales and Promotion (MKT-PSP)

This course focuses on the performance of key responsibilities required in a retail environment. Students develop skills in pricing, visual merchandising, advertising, special promotions, professional sales, and customer service.

Prerequisite: Marketing Principles.

08.4790001

E-Marketing (MKT-EM)

E-Marketing covers all functions of marketing from the standpoint of conducting business on the Internet. Students develop skills in using the Internet as a marketing tool, conducting a marketing analysis via the Internet, planning marketing support activities, managing an Internet marketing campaign, managing/owning a business via the Internet, and analyzing the impact of the Internet on global marketing.

Prerequisite: Professional Sales and Promotions.

08.4800001

Marketing Research

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

Prerequisite: E-Marketing.

06.4143001

International Business & Marketing (MKT-IBM)

International business and marketing will focus on raising awareness of the interrelatedness of one country's political policies and economic practices to another; learning to improve international business relations through appropriate communication strategies; understanding the global business environment and the interconnectedness of cultural, political, legal, economic, and ethical systems; identifying forms of business ownership and international business opportunities; exploring basic concepts underlying international finance, management, and trade relations; and developing an understanding of marketing functions in an international setting.

08.4130001

Introduction to Fashion Marketing (MKT-FM)

This Course will introduce the student to the fashion industry including the fundamentals of fashion marketing, types of businesses involved in the industry, and the array of career opportunities available in fashion marketing. Student will develop skills in such areas as fashion economics, marketing segmentation and target marketing, product selection and buying and inventory systems.

Prerequisite: Marketing Principles.

08.4140001

Advanced Fashion Marketing (MKT-AFM)

This course will focus on the application of knowledge and the performance of key skills required in a retail environment. Students will develop skills in pricing, visual merchandising, advertising, special promotions, professional sales, and customer service.

Prerequisite: Introduction to fashion Marketing.

08.4360001

Entrepreneurship: Building a Business (MKT-EBB)

Entrepreneurship: Building a Business, an imperative component of a strong economy, is based on individuals who are creative thinkers and risk takers. Therefore, students in this entrepreneurship course focus on recognizing a business opportunity, starting a business based on the recognized opportunity, and operating and maintaining that business. This course begins by moving students from the typical “what is” educational focus to the “what can be” focus. Preparation of a business plan allows students to apply the functional areas of accounting, finance, marketing, and management to the planned business, as well as to the legal and economic environments in which a new venture operates. This course may be taken as a part of a student’s Marketing Pathway or may serve as a stand alone course for students in other disciplines wishing to explore business ownership.

Prerequisite: Marketing Principles.

08.4750001

Advanced Marketing (MKT-AM)

Advanced Marketing builds on the principles and concepts taught in Marketing Principles. Students assume a managerial perspective in applying economic principles in marketing, analyzing operations needs, examining distribution 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 deals with global marketing in that students analyze marketing strategies employed in the U.S. versus those employed in other countries.

Prerequisite: Entrepreneurship: Building a Business.

Family and Consumer Science

20.4161001

Food, Nutrition & Wellness (FCS-FNW)

Food, Nutrition and Wellness is an essential course in understanding nutritional needs and food choices for optimal health of individuals across the lifespan. Interrelationships with wellness are explored. This course leads to the advanced nutrition pathway and develops a knowledge base and the skills necessary to select among alternatives in the marketplace, with an emphasis on nutrient content, the development of chronic diseases, and food safety.

Prerequisite: None.

20.4171001

Food & Nutrition Through the Lifespan (FCS-FNL)

Food and Nutrition through the Lifespan 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 old age. The most common nutritional concerns, their relationship to food choices and health status and strategies to enhance well-being at each stage of the 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.

Prerequisite: Food, Nutrition & Wellness.

20.4181001 (1 Hour Block for Full Year)

20.4181012/22 (2 Hour Block for 1 Semester)

Food Science (FCS-FS)

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

Prerequisite: Food & Nutrition through the Lifespan.

Education

20.5251001 (1 Hour Block for Full Year)

20.5251012/22 (2 Hour Block for 1 Semester)

Introduction to Early Childhood Care and Education (FACS-IECE)

Introduction to Early Childhood Care prepares the student for employment in early childhood education and services. The course also provides a foundation for advanced study leading to postsecondary education and careers in related fields. The course addresses early childhood care and education and development issues that include guiding the physical, cognitive, creative, social, emotional, and moral development of children. This course of study includes planning and guiding developmentally appropriate practices for working with young children including career paths, principles and theories of child development, the creation of a developmentally appropriate learning environment, collaborative relationships and guidance, lesson planning, and appropriate response to cultural diversity and students with special needs. Mastery of standards through project based learning, technical skills practice, and leadership development activities of the career and technical student organizations will provide students with a competitive edge for either entry into the education global marketplace and/or the post-secondary institution of their choice to continue their education and training.

Prerequisite: None.

20.4232001 (1 Hour Block for Full Year)

20.4232012/22 (2 Hour Block for 1 Semester)

Human Growth & Development for Early Childhood (FACS-HGD)

Human Growth and Development for Early Childhood addresses the knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development of infants and children. Topics that may be addressed include principles of physical, emotional, social, cognitive, and moral development; human needs across the ages and stages of childhood; impacts of family and societal crisis on the development of the child; and career decisions. Mastery of standards through project based learning, technical skills practice, and leadership development activities of the career and technical student organizations will provide students with a competitive edge for either entry into the education global marketplace and/or the post-secondary institution of their choice to continue their education and training.

Prerequisite: Introduction to Early Childhood Care & Education.

20.5261001 (1 Hour Block for Full Year)

20.5261012/22 (2 Hour Block for 1 Semester)

Health, Safety & Nutrition for the Young Child (FACS-HSN)

Health, Safety and Nutrition for the Young Child introduces the theory, practices, and requirements for establishing and maintaining a safe, healthy learning environment. This course develops skills for employment in early childhood-related occupations, including professional issues and work ethics; developmentally appropriate practices; health, safety and nutrition education; certification in CPR/First Aid/Fire Safety; child abuse and neglect; symptoms and prevention of major childhood illnesses and diseases; and prevention and control of communicable illnesses. Practical applications through service learning, volunteer experiences, and internships will be included. The development of an educational portfolio for employment in early childhood education is required. Mastery of standards through project based learning, technical skills practice, and leadership development activities of the career and technical student organizations will provide students with a competitive edge for either entry into the education global marketplace and/or the post-secondary institution of their choice to continue their education and training.

Prerequisite: Human Growth & Development for Early Childhood.

20.5271001 (1 Hour Block for Full Year)

20.5271012/22 (2 Hour Block for 1 Semester)

Early Childhood Education Internship (FACS-ECEI)

The internship offers a candidate in the Early Childhood Education career pathway a field experience under the direct supervision of a certified early childhood educator (mentor). The internship stresses observing, analyzing, and classifying activities of the mentor and comparing personal traits with those of successful early childhood educators. The candidate intern will develop a portfolio of their skills, plan and teach a lesson or lessons, understand and practice confidentiality as it pertains to early childhood education, meet the needs of special education students, maintain the safety of the students, and practice professionalism and ethical behavior.

Prerequisite: Health, Safety & Nutrition for the Young Child.

13.0110001

Examining the Teaching Profession (FACS-ETP)

Examining the Teaching Profession prepares candidates for future positions in the field of education. Teaching Profession candidates study, apply, and practice the use of current technologies, effective teaching and learning strategies, the creation of an effective learning environment, the creation of instructional opportunities for diverse learners and students with special needs, and plan instruction based on knowledge of subject matter, students, community, and curriculum performance standards.

Candidates will be prepared to practice their skills and knowledge at a variety of elementary and secondary education sites. Mastery of standards through project based learning, technical skills practice, and leadership development activities of the career and technical student organizations will provide students with a competitive edge for either entry into the education global marketplace and/or the post-secondary institution of their choice to continue their education and training.

Prerequisite: None.

13.0120001

Contemporary Issues in Education (FACS-CIE)

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 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.)

Prerequisite: Examining the Teaching Profession.

13.5210001

Teaching as a Profession Internship (FACS-TPI)

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

Prerequisite: Contemporary Issues in Education.

Culinary Arts

20.5310001

Introduction to Culinary Arts

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

Prerequisite: None.

20.5321001

Culinary Arts I

Culinary Arts I is designed to create a complete foundation and understanding of Culinary Arts leading to post secondary education or a foodservice career. Building from techniques and skills learned in Foundation of Culinary Arts, this fundamentals course begins to involve in-depth knowledge and hands on skill mastery of Culinary Arts.

Prerequisite: Introduction to Culinary Arts.

20.5331001

Culinary Arts II

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

Prerequisite: Culinary Arts I.

Architecture, Construction, Communications and Transportation

47.5710001 (1 Hour Block for Full Year)

45.5710012/22 (2 Hour Block for 1 Semester)

Foundations of Transportation & Logistics (ACT-FTL)

Foundations of Transportation & Logistics is the beginning course for the Transportation Logistical Pathways. It is also appropriate for students enrolled in any career pathway who plan to own and operate their own businesses. The course will help students build a strong knowledge base and develop skills related to logistics in the transportation sector. Mastery of these standards through project-based learning and leadership development activities of the Career and Technical Student Organizations will help prepare students with a competitive edge for the transportation logistics marketplace.

Prerequisite: None.

47.5760001 (1 Hour Block for Full Year)

47.5760012/22 (2 Hour Block for 1 Semester)

Electrical/Electronic Systems and Design (ACT-ESD)

Electrical/ Electronic Systems and Design in Logistics is the second course in the Transportation Logistical Pathways. The course will help students build a strong scientific knowledge base and develop skills related to electrical and electronics in the logistics and transportation sector. Mastery of these standards through project-based learning and leadership development activities of the Career and Technical Student Organizations will help prepare students with a competitive edge for the transportation logistics marketplace.

Prerequisite: Foundations of Transportation & Logistics.

47.5791001 (1 Hour Block for Full Year)

47.5791012/22 (2 Hour Block for 1 Semester)

Heating, Ventilation and Air Conditioning Concepts (ACT-HVACR)

Heating, Ventilation, and Refrigeration (HVACR) Concepts is a course in the Transportation Logistical Operation Pathway. The course will help students build a strong scientific knowledge base and develop skills related to Heating, Ventilation, Air Conditioning, and Refrigeration in the diesel logistics sector. Mastery of these standards through project-based learning and leadership development activities of the Career and Technical Student Organizations will help prepare students with a competitive edge for the diesel logistics marketplace.

Prerequisite: Electrical/Electronic Systems and Design.

47.5780001 (1 Hour Block for Full Year)

47.5780012/22 (2 Hour Block for 1 Semester)

Preventative Maintenance Inspection (ACT-PMI)

Preventative Maintenance Inspection is a course in the Transportation Logistical Operations Pathway. The course will help students build a strong scientific knowledge base and develop skills related to preventative maintenance in the diesel logistics sector. Mastery of these standards through project-based learning and leadership development activities of the Career and Technical Student Organizations will help prepare students with a competitive edge for the diesel logistics marketplace.

Prerequisite: Heating, Ventilation and Air Conditioning Concepts.

47.5750001 (1 Hour Block for Full Year)

47.5750012/22 (2 Hour Block for 1 Semester)

Transportation Logistics Internship (ACLT-TLI)

The Transportation Logistics Internship is an elective course for both transportation logistical pathways. The course will help students build a strong knowledge base and develop management skills as they study forms of business ownership, functions of management, budgeting and finance, technology, communications, legislation, leadership and teamwork, marketing, and economics. Mastery of these standards through project-based learning and leadership development activities of the Career and Technical Student Organizations will help prepare students with a competitive edge for the transportation logistics marketplace.

Prerequisite: Preventative, Maintenance & Inspection.

47.5770001 (1 Hour Block for Full Year)

47.5770012/22 (2 Hour Block for 1 Semester)

Chassis System and Design (ACT-CSD)

Chassis System and Design (Brake & Steering) is a course for the Transportation Logistical Support Pathway. The course will help students build a strong scientific knowledge base and develop skills related to vehicle chassis systems in the logistics and transportation sector. Mastery of these standards through project-based learning and leadership development activities of the Career and Technical Student Organizations will help prepare students with a competitive edge for the transportation logistics marketplace.

Prerequisite: Electrical/Electronic Systems & Design.

47.5790001 (1 Hour Block for Full Year)

47.5790012/22 (2 Hour Block for 1 Semester)

Engine Performance Concepts (ACT-EPC)

Engine Performance Concepts is a course for the Transportation Logistical Support Pathway. The course will help students build a strong scientific knowledge base and develop skills related to vehicle engine performance in the logistics and transportation sector. Mastery of these standards through project-based learning and leadership development activities of the Career and Technical Student Organizations will help prepare students with a competitive edge for the transportation logistics marketplace.

Prerequisite: Chassis System and Design.

46.5450031 – Leads to HVACR (1 Hour Block for Full Year)
46.5450041 – Leads to Welding (1 Hour Block for Full Year)
46.5450051 – Leads to Construction (1 Hour Block for Full Year)
46.5450012/22 - (2 Hour Block for 1 Semester)

Occupational Safety and Fundamentals (ACT-OSP)

This course is the foundational course that prepares students for a pursuit of any career in the field of construction. It prepares the student for the basic knowledge to function safely on or around a construction site and in the industry in general. It provides the student with the option for an Industry Certification in the Construction Core.

This course explains the safety obligations of workers, supervisors, and managers to ensure a safe workplace. Course content discusses the causes and results of accidents and the dangers of rationalizing risks. It includes the basic content of OSHA 10-hour safety standards. It also includes the basic knowledge and skills needed in the following areas: construction math, hand and power tools used in the field, general blueprints, and basics of rigging safety.

Prerequisite: None.

46.5460001 (1 Hour Block for Full Year)
46.5460012/22 (2 Hour Block for 1 Semester)

Introduction to Construction (ACT-IC)

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 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, as is related to each individual craft area.

Prerequisite: Occupational Safety & Fundamentals.

46.550001 (1Hour Block for Full Year)
46.550012/22 (2 Hour Block for 1 Semester)

Carpentry I (ACT-CI)

This course is preceded by Introduction to Construction. This course is the third of four courses that provides the student a solid foundation in carpentry skills and knowledge. It is the third step in gaining a Level One Industry Certification in Carpentry.

This course provides an overview of the building materials used in the carpentry craft. It teaches techniques for reading and using blueprints and specifications especially as related to the carpentry craft. It provides specific knowledge and skills in site layout and floor and wall framing systems. It includes the basic industry terminology for a carpentry craftsman.

Prerequisite: Introduction to Construction.

46.5510001 (1 Hour Block for Full Year)
46.5510012/22 (2 Hour Block for 1 Semester)

Carpentry II (ACT-CII)

This course is preceded by Carpentry I and is the fourth of four courses that provides the student a solid foundation in carpentry skills and knowledge. It is the final step in gaining a Level One Industry Certification in Carpentry.

This course provides the knowledge of various kinds of roof systems. It provides knowledge and skills for layout and cutting of the various types of roof rafters. It provides knowledge and skills for installing exterior doors, windows, and skylights. It also provides the student with knowledge and skills to layout, cut, and install various types of stairs and the code requirements needed to properly do so.

Prerequisite: Carpentry I.

46.560001 (1 Hour Block for Full Year)
46.560012/22 (2 Hour Block for 1 Semester)

Electrical I (ACT-EI)

This course is preceded by Introduction to Construction and is the third of four courses that provides the student a solid foundation in electrical skills and knowledge. It is the third step in gaining a Level One Industry Certification in Electrical.

This course builds on the concepts of electrical safety introduced in Occupational Safety. It provides knowledge of the hardware and systems used by an electrician and the basic skills to install them. It provides a general knowledge of electrical systems including series, parallel, and series-parallel circuits. It provides the basic skills and knowledge to navigate and use the National Electrical Code. It provides an introduction to the skills and knowledge of conduit bending and installation.

Prerequisite: Introduction to Construction.

46.5610001 (1Hour Block for Full Year)

46.5610012/22 (2 Hour Block for 1 Semester)

Electrical II (ACT-EII)

This course is preceded by Electrical I. The course is the fourth of four courses that provides the student a solid foundation in electrical skills and knowledge. It is the final step in gaining a Level One Industry Certification in Electrical.

This course focuses on proper selection, inspection, use, and maintenance of common electrical test equipment; introduces the types and applications of raceways, wire-ways, and ducts; focuses on the types and application of conductors and covers proper wiring techniques, electrical prints, drawings and symbols; covers the electrical devices and wiring techniques common to commercial and industrial construction and maintenance, and covers the electrical devices and wiring techniques common to residential construction and maintenance.

Prerequisite: Electrical I.

46.580001 (1Hour block for Full Year)

46.580012/22 (2Hour Block for 1 Semester)

Plumbing I (ACT-PI)

This course is preceded by Introduction to Construction and is the third of four courses that provides the student a solid foundation in plumbing skills and knowledge. It is the third step in gaining a Level One Industry Certification in Plumbing.

This course provides basic skills and knowledge needed to apply OSHA and EPA safety concepts and practices as related specifically to the plumbing trade. It includes the use of plumbing tools and materials. The student is introduced to the basic knowledge and application of plumbing codes. Also included is the basic skills and knowledge required to handle, estimate, and store materials used in the plumbing trade. Involved in this process is the correct interpretation and application of basic information from architectural and construction working drawings, especially as related to plumbing installation.

Prerequisite: Introduction to Construction.

46.5810001 (1 Hour Block for Full Year)

46.5810012/22 (2Hour Block for 1 Semester)

Plumbing II (ACT-PII)

This course is preceded by Plumbing I and is the fourth of four courses that provides the student a solid foundation in plumbing skills and knowledge. It is the final step in gaining a Level One Industry Certification in Plumbing. This course provides the basic skills and knowledge to install water supply systems as well as drain, waste, and ventilation systems. This involves basic installation from rough-in through trim out of a variety of fixtures. It involves practice with the skills and knowledge necessary to apply plumbing codes to specific circumstances. This course also builds on the skills and knowledge of the student to be able to read, interpret, and apply information from architectural and construction working drawings, especially as related to plumbing installation.

Prerequisite: Plumbing I.

47.5100001 (1 Hour Block for Full Year)

47.5110012/22 (2 Hour Block for 1 Semester)

Introduction to Mechanical Systems (ACCT-IMS)

This course is preceded by the Occupational Safety course. The course offers an opportunity for trainees to build on their knowledge and skills developed in Occupational Safety. It introduces them to two construction craft areas. It is also the second step towards gaining a Level One Industry Certification in one of two craft areas. It is the first of three courses. The goal of this course is to introduce trainees to the basic building blocks of the HVACR and Low Voltage Electrical craft trades. Trainees will explore how these crafts affect the mechanical systems in a building. The trainee will also learn and apply knowledge of the electrical, electronic, and mechanical components related to each trade. In addition, trainees will be introduced to, and develop skills to differentiate between tools used in each individual craft area.

Prerequisite: Occupational Safety & Fundamentals.

47.5110001 (1 Hour Block for Full Year)

47.5110012/22 (2 Hour Block for 1 Semester)

HVACR I (ACCT-HVACR1)

This course is preceded by Introduction to Mechanical Systems. The course is the second of three courses that provides the trainee a solid foundation in HVACR skills and knowledge and the concepts involved with conditioning air within a given space. It is the third step in gaining a Level One Industry Certification in HVAC. This course builds on the concepts of math concepts introduced in Occupational Safety. It provides knowledge of the hardware and systems used by an HVACR technician and the basic skills to install them. It provides a general knowledge of refrigeration and heating processes including the electronic circuitry. It also shows the integration between the electrical and HVACR fields. It provides an understanding of joining and piping practices in HVACR systems. It provides an introduction to the skills and knowledge of conduit bending and installation.

Prerequisite: Introduction to Mechanical Systems

47.5130001 (1 Hour Block for Full Year)
47.5130012/22 (2 Hour Block for 1 Semester)

HVACR II (ACCT-HVACR2)

This course is preceded by HVACR I. The course is the third of three courses that provides the trainee a solid foundation in HVACR air distribution, venting, and other types of equipment. It is the fourth step in gaining a Level One Industry Certification in HVAC.

This course introduces the trainee to properties of air distribution in various states including forced and vented air. It provides a general knowledge of refrigeration and heating processes. It also shows the use of various other types of climate control equipment and possible accessory options. Trainees are introduced to proper handling of refrigerants. It provides an introduction to the skills and knowledge of system and component troubleshooting techniques including electrical components.

Prerequisite: HVACR I

47.5180001 (1 Hour Block for Full Year)
47.5180012/22 (2 Hour Block for 1 Semester)

Low Voltage Electrical I (ACCT-LVEI)

This course is preceded by Introduction to Mechanical Systems. The course is the second of three courses that provides the trainee a solid foundation in electrical skills and knowledge and how they integrate with the HVACR systems. It is the second step in gaining a Level One Industry Certification in Electrical.

This course builds on the concepts of electrical safety introduced in Occupational Safety. It provides knowledge of the hardware and systems used by an HVACR technician/electrician and the basic skills to install them. It provides a general knowledge of electrical systems including series, parallel, and series-parallel circuits. It also shows the integration between the electrical and HVACR fields. It provides the basic skills and knowledge to navigate and use the National Electrical Code. It provides an introduction to the skills and knowledge of conduit bending and installation.

Prerequisite: Introduction to Mechanical Systems

47.5190001 (1 Hour Block for Full Year)
47.5190012/22 (2 Hour Block for 1 Semester)

Low Voltage Electrical II (ACCT-LVEII)

This course is preceded by Low Voltage Electrical I. The course is the third of three courses that provides the trainee a solid foundation in electrical skills and knowledge. It is the final step in gaining a Level One Industry Certification in Electrical.

This course focuses on proper selection, inspection, use, and maintenance of common electrical test equipment; introduces the types and applications of raceways, wire-ways, and ducts; focuses on the types and application of conductors and cover proper wiring techniques, electrical prints, drawings and symbols; covers the electrical devices and wiring techniques common to commercial and industrial construction, HVACR and maintenance, and covers the electrical devices and wiring techniques common to residential construction and maintenance.

Prerequisite: Low Voltage I

48.5810001 (1 Hour Block for Full Year)
48.5810012/22 (2 Hour Block for 1 Semester)

Introduction to Metals

The metals technology curriculum, Introduction to Metals, is designed to acquaint participants with the three major technical occupations (welding, sheet metal, and machining) that are available in the metal forming, manufacturing, and metals/construction industries. The various activities equip high school students with the skills needed to select a metal industry occupation, enter the work force, and continue to advance in one of these specialized metals occupations. Experiences include an introduction to the basic requirements of each of these fields, exposure to the structure and nature of career opportunities, and an introduction to types of training and skills required and the use of specialized tools, equipment, and materials. Approximately one-third of students' time is invested in the technical aspects of the occupation with the majority of their time (two-thirds) committed to performance-based, metals-related lab activities. This course is designed to familiarize students with fundamentals of various metal occupations for the purpose of preparing them to select either welding, sheet metal, or machining for more highly specialized training in subsequent courses. Minimum performance requirements for this course are based on successful student completion according to the National Center for Construction Education and Research Center (NCCER) Occupation Standards. Students who successfully complete the course in accordance with NCCER standards are eligible for registration with the NCCER National Craft Worker Registry.

Prerequisite: Occupational Safety & Fundamentals.

48.5510001 (1 Hour Block for Full Year)
48.5510012/22 (2 Hour Block for 1 Semester)
Welding I (ACCT-WI)

This course is designed to provide all students with the basic knowledge and safe operating skills needed to demonstrate proper set of equipment in oxyfuel and shielded metal arc welding (SMAW). In oxy-fuel area of study students will create accurate cuts and perform washing and gouging procedures. Students will learn to critique their work pieces by welding codes, identifying imperfections, common test methods, and evaluate setups to determine proper setup of work and equipment. In SMAW students will learn and model proper safety and learn to make judgment calls in selection of electrodes and metal preparation to create beads and fillet welds using various rods. 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) Occupation Standards. Students who successfully complete the course in accordance with NCCER standards are eligible for registration with the NCCER National Craft Worker Registry.

Prerequisite: Introduction to Metals

48.5520001 (1 Hour Block for Full Year)
48.5520012/22 (2 Hour Block for 1 Semester)
Welding II (ACCT-WII)

This course is designed to provide all students with the basic knowledge and safe operating skills required to perform industry entry-level skills in the use of shielded metal arc welding equipment (SMAW) and an introduction to gas metal arc welding (GMAW) setup and operations. In SMAW welding students will produce welds using 6010 and 7018 electrodes in the flat (1F), horizontal (2F), and vertical (3F) fillet welds using the procedure in the flat, vertical, and horizontal positions using E-6010 and E-7018 electrodes. In GMAW welding students will produce fillet welds in the flat (1F) position. 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) Occupation Standards. Students who successfully complete the course in accordance with NCCER standards are eligible for registration with the NCCER National Craft Worker Registry.

Prerequisite: Welding I

48.5820001 (1 Hour Block for Full Year)
48.5820012/22 (2 Hour Block for 1 Semester)
Sheet Metal I (ACCT-SMI)

This course is designed to allow 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

Prerequisite: Introduction to Metals

48.5830001 (1 Hour Block for Full Year)
48.5830012/22 (2 Hour Block for 1 Semester)
Sheet Metal II (ACCT-SMII)

This course is designed to allow students to master basic sheet metal techniques by developing and fabricating basic sheet metal projects from blueprints and specifications and advanced parallel line development. Minimum performance requirements for this course are based on successful student completion according to the National Center for Construction Education and Research (NCCER) Occupation Standards. Students who successfully complete the course in accordance with the NCCER standards are eligible for registration with the NCCER National Craft Worker Registry

Prerequisite: Sheet Metal I

Engineering and Technology

48.5410001 (1Hour Block for Full Year)

48.5410012/22 (2 Hour Block for 1 Semester)

Introduction to Engineering Drawing and Design (ACT-IED)

Introduction to Engineering Drawing and Design is a foundation course that serves as an introduction to the drafting and design field and is a prerequisite to all other courses in the Engineering Drawing and Design program. Emphasis is placed on safety, geometric construction, fundamentals of Computer-Aided Drafting, and multi-view drawings. Students learn drafting techniques through the study of geometric construction at which time they are introduced to computer-aided drafting and design. The standards are aligned with the drafting and design standards in the Georgia's technical colleges, thus helping students qualify for advanced placement should they continue their education at the postsecondary level. Further, the standards are aligned with the national standards of the American Design Drafting Association (ADDA). Students who successfully complete this and other drafting courses should be prepared to take the Drafter Certification Examination from the ADDA. Competencies for the co-curricular student organization, Skills USA, are integral components of both the core employability skills standards and the technical skills standards. Skills USA activities should be incorporated throughout instructional strategies developed for the course.

Prerequisite: None.

48.5420001 (1 Hour Block for Full Year)

48.5420012/22 (2 Hour Block for Full Year)

Survey of Engineering Graphics (ACT-SEG)

Engineering Concepts and Drawings is a one-credit course designed to further the development of student knowledge and skills in the Engineering Drawing and Design field. Students learn to illustrate more complex objects using the Computer-Aided Drafting (CAD) system and develop skills in dimensioning, tolerancing, pictorials, sections, auxiliary views, and intersection and developments. While the term computer-aided design (CAD) does not appear in each competency, CAD tools and software should be used extensively throughout the course. The standards are aligned with the drafting and design standards in Georgia's technical colleges, thus helping students qualify for advanced placement should they continue their education at the postsecondary level. Further, the standards are aligned with the national standards of the American Design Drafting Association (ADDA). Students who successfully complete this and other drafting courses should be prepared to take the Drafter Certification Examination from the ADDA. Competencies for the co-curricular student organization, Skills USA, are integral components of both the core employability skills standards and the technical skills standards. Skills USA activities should be incorporated throughout instructional strategies developed for the course.

Prerequisite: Introduction to Engineering Drawing and Design.

48.5430001 (1 Hour Block for Full Year)

48.5430012/22 (2 Hour Block for 1 Semester)

3D Modeling and Analysis (ACT-SMD)

Solid Modeling is a one-credit course designed to further the development of student knowledge and skills in engineering and related mechanical design drafting areas. Emphasis is placed on 3-D working and assembly drawings including rendering and animation. While the term computer-aided design (CAD) does not appear in each competency, CAD tools and software should be used extensively throughout the course. The standards are aligned with the drafting and design standards in Georgia's technical colleges, thus helping students qualify for advanced placement should they continue their education at the postsecondary level. Further, the standards are aligned with the national standards of the American Design Drafting Association (ADDA). Students who successfully complete this and other drafting courses should be prepared to take the Drafter Certification Examination from the ADDA. Competencies for the co-curricular student organization, Skills USA, are integral components of both the core employability skills standards and the technical skills standards. Skills USA activities should be incorporated throughout instructional strategies developed for the course.

Prerequisite: Engineering Concepts and Drawings.

48.5450001 (1 Hour Block for Full Year)

48.5450012/22 (2 Hour Block for 1 Semester)

Architectural Drawing and Design I (ACT-ADDI)

Architectural Drawing and Design I is a one-credit course that introduces students to the basic terminology, concepts, and principles of architectural design. Emphasis is placed on house designs, floor plans, roof designs, elevations (interior and exterior), schedules, and foundations. The standards are aligned with the drafting and design standards in Georgia's technical colleges, thus helping students qualify for advanced placement should they continue their education at the postsecondary level. Further, the standards are aligned with the national standards of the American Design Drafting Association (ADDA). Students who successfully complete this and other drafting courses should be prepared to take the Drafter Certification Examination from the ADDA. Competencies for the co-curricular student organization, Skills USA, are integral components of both the core employability skills standards and the technical skills standards. Skills USA activities should be incorporated throughout instructional strategies developed for the course.

Prerequisite: Introduction to Engineering Drawing and Design.

48.5460001 (1 Hour Block for Full Year)

48.5460012/22 (2 Hour Block for 1 Semester)

Architectural Drawing and Design II (ACT-ADDII)

Architectural Drawing and Design II is a one-credit course that builds on the skills developed in Architectural Drawing and Design I. Emphasis is placed on schedules, plumbing, heating and air, graphic presentations, plot/site plans, specifications, and building estimations. While the term computer-aided design (CAD) does not appear in each competency, CAD tools and software should be used extensively throughout the course. The standards are aligned with the drafting and design standards in Georgia's technical colleges, thus helping students qualify for advanced placement should they continue their education at the postsecondary level. Further, the standards are aligned with the national standards of the American Design Drafting Association (ADDA). Students who successfully complete this and other drafting courses should be prepared to take the Drafter Certification Examination from the ADDA. Competencies for the co-curricular student organization, Skills USA, are integral components of both the core employability skills standards and the technical skills standards. Skills USA activities should be incorporated throughout instructional strategies developed for the course.

Prerequisite: Architectural Drawing and Design I.

Government and Public Safety

43.4300001

Introduction to Law and Justice (GPS-ILJ)

Students wishing to pursue a career in Law and Justice will examine the basic concepts of law related to citizens' rights and officers' responsibilities to maintain a safe society. This course begins with a study of various careers in public safety. The course will explore the history and development of law enforcement in the United States. Students will then examine the components of the criminal justice system, including the roles and responsibilities of the police, courts, and corrections. Additionally, students will learn the classification and elements of crimes. Students will receive instruction in critical skill areas including communicating with diverse groups, conflict resolution, the use of force continuum, report writing, operation of police and emergency equipment, and courtroom testimony. Career planning and employability skills will be emphasized.

Prerequisite: None.

43.4350001

Law, Community Response and Policing (GPS-LCRP)

This course emphasizes the structure of the American legal system while examining constitutional legal issues. Students will explore the difference between common and statutory law in the context of how legal precedent is established. The course will explore the rights of citizens guaranteed by the United States and Georgia constitutions. Students will also evaluate the powers granted to the police and the restrictions placed upon them by the respective constitutions and their amendments. Specific topics of discussion will include search and seizure, arrests, interviews, interrogations, and confessions in the context of criminal prosecution. Major emphasis will be placed on the role and decisions of the United States Supreme Court. Students will utilize reading, writing, and critical thinking in the analysis of cases in a mock trial. In addition to legal issues, students will be exposed to advanced law and justice skills. Activities include tactics, methods, and skills utilized in the law enforcement field. Students will attain skills for dealing with disasters and emergency situations. The course culminates with students demonstrating their skills through participation in a simulated disaster scenario. The students are required to meet both national and intrastate professional guidelines as designated by applicable regulatory agencies such as Federal Emergency Management Agency (FEMA) and Georgia Emergency Management Agency (GEMA). Upon completion of the course requirements and the final disaster simulation, students may be eligible to obtain certifications in Community Emergency Response Team (CERT), American Heart Association (AHA) Basic Life Support, and/or American Red Cross (ARC) First Aid and CPR.

Prerequisite: Introduction to Law and Justice.

43.4330001

Criminal Investigations & Forensics (GPS-CIF)

This course will provide students with an opportunity to explore the basic processes and principles of forensic science as it relates to criminal investigation. Students will learn the importance of the identification, collection, and processing of evidence and of its contribution to the criminal investigation. Students will learn of the legal responsibilities and challenges which the forensic investigator may encounter. Students will also learn of the role of the criminal investigator. Included in this course will be the importance of preserving and documenting the crime scene and enabling the investigator to analyze evidence and its relationship to the crime. The student will also study interviews and interrogations and how those statements are used as evidence in court. Students will express understanding of their knowledge by composing clear, concise, and thorough investigative reports, indicating a successful conclusion to an investigation.

Prerequisite: Law, Community Response and Policing.

43.4340001

43.4340012/22

Law and Justice Internship

The Law and Justice Pathway is designed to provide students with career-focused educational opportunities in various public safety fields. Each course has elements which cover tactics, methods, and skills utilized by law enforcement and other public safety fields that should be taken into consideration when assessing implementation options. School boards should evaluate criteria for student enrollment that account for successful completion of future background investigations required for entry into such careers.

2840110007

JROTC/Air Force I: Aerospace Science: A Journey into Aviation History and Leadership I (JROTCAF1)

Introduces the history of the military and the U.S. Air Force role in defense, beliefs and values in a democracy, leadership styles and group interactions, communications processes, health, personal hygiene, and first aid. Covers the Air Force ROTC mission and organization, customs and courtesies, uniform regulations for badges and insignia, and U.S. Air Force policies.

28.4120007

JROTC/Air Force II: Aerospace Science: Science of Flight and Leadership II (JROTCAF2)

Enhances level-one skills; covers in-depth topics of citizenship, leadership, communications, and health and hygiene. Introduces map reading and military geography.

28.4130007

JROTC/Air Force III: Aerospace Science: Global and Cultural Studies I (JROTCAF3)

Enhances level-two skills; covers methods to improve leadership, communications, and map-reading skills. Introduces career and vocational options.

28.4140007

JROTC/Air Force IV: Aerospace Science: Astronomy and/or Leadership III (JROTCAF4)

Enhances level-three skills; offers options for more in-depth study of previous topics and practice of leadership, communication, managerial and decision-making skills. Emphasizes career awareness and continuing education options.

28.4310007

JROTC/Army I: Introduction to Leadership and Character Development (JROTCA1)

Introduces the history of the military and the U.S. Army role in defense, beliefs and values in a democracy, leadership styles and group interactions, communications processes, health, personal hygiene, and first aid. Covers the Army ROTC mission and organization, customs and courtesies, uniform regulations for badges and insignia, and U.S. Army policies.

28.4320007

JROTC/Army II: Intermediate Life Skills, Geography and Government (JROCTA2)

Enhances level-one skills; covers in-depth topics of citizenship, leadership, communications, and health and hygiene. Introduces map reading and military geography.

28.4330007

JROTC/Army III: Advanced Leadership, Principles of Management, Advanced Life Skills, Orienteering and History (JROCTA3)

Enhances level-two skills; covers methods to improve leadership, communications, and map-reading skills. Introduces career and vocational options.

28.4340007

JROTC/Army IV: Leadership Seminar and Social Sciences (JROCTA4)

Enhances level-three skills; offers options for more in-depth study of previous topics and practice of leadership, communication, managerial, and decision-making skills. Emphasizes career awareness and continuing education options.

28.4410007

JROTC/Marine Corps I (JROTCM1)

Introduces the history of the military and the U.S. Marine role in defense, beliefs and values in a democracy, leadership styles and group interactions, communications processes, health, personal hygiene and first aid. Covers the Marine ROTC mission and organization, customs and courtesies, uniform regulations for badges and insignia, and U.S. Marine policies.

28.4420007

JROTC/Marine Corps II (JROTCM2)

Enhances level-one skills; covers in-depth topics of citizenship, leadership, communications, and health and hygiene. Introduces map reading and military geography.

28.4430007

JROTC/Marine Corps III (JROTCM3)

Enhances level-two skills; covers methods to improve leadership, communications, and map reading skills. Introduces career and vocational options.

28.4440007

JROTC/Marine Corps IV (JROTCM4)

Enhances level-three skills; offers options for more in-depth study of previous topics and practice of leadership, communication, managerial, and decision-making skills. Emphasizes career awareness and continuing education options.

Healthcare Science

25.5210001

Introduction to Healthcare Science (HS-HIS)

Introduction to Healthcare Science is a foundations course for the Therapeutic Services Career Pathway. It is appropriate for students wishing to pursue a career in the Healthcare Industry. The course will enable students to receive initial exposure to Healthcare Science skills and attitudes applicable to the healthcare industry. The concepts of health, wellness, and preventative care are evaluated, as well as, ethical and legal responsibilities of today's healthcare provider. Fundamental healthcare skills development is initiated including medical terminology, microbiology, and basic life support. Students are required to meet both national and intrastate professional guidelines as designated by applicable regulatory agencies such as the Occupational Health and Safety Administration (OSHA) and Center for Disease Control (CDC). Mastery of these standards through project based learning, technical skills practice, and leadership development activities of the career and technical student organization -Health Occupations Students of America (HOSA) will provide students with a competitive edge for either entry into the healthcare global marketplace and/or the post-secondary institution of their choice to continue their education and training. This course is considered broad-based with high impact and is a prerequisite for all Healthcare Science Education courses.

Prerequisite: None.

25.5220001

Applications of Therapeutic Services (HS-ATS)

Applications of Therapeutic Services is an intermediate course for the Therapeutic Services Career Pathway and is designed to provide an overall framework of basic skills utilized in the provision of direct client care. Monitoring and evaluating client status includes assessment techniques such as vital signs, as well as, the application of mathematical concepts appropriate to clinical expectations and/or work-based learning. The function and fundamental pathophysiology of each body system is evaluated prior to community first aid and basic life support techniques which are expanded to include rescue skills for infants and children. Students continue with the development of individual career portfolios utilizing postsecondary program research, employability skills, and /or work based learning and may receive recognition for their accomplishments through a variety of venues locally, regionally, and nationally such as the American Red Cross, American Heart Association, Health Occupations Students of America (HOSA), and the National Consortium on Health Science and Technology Education (NCHSTE). Upon completion of this course and pre-requisites students who successfully master these standards will be eligible to sit for a National Certificate of Proficiency or Mastery, issued in partnership between NCHSTE and National Occupational Competency Testing Institute (NOCTI).

Prerequisite: Introduction to Healthcare Science.

25.5610001

Nursing Essentials (HS-NE)

This course is designed to provide students interested in the Therapeutic Services Pathway's Career Specialty Nursing with entry level skills most commonly associated with the entry level career title 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), the department of Health and Human Services (HHS) with a specific focus on the Omnibus Budget Reconciliation Act 1987 (OBRA), and the Health Insurance Portability and Accountability Act of 1996 (HIPAA). This course with prerequisites meets the Certified Nurse Assistant curriculum content as specified by the Georgia Medical Care Foundation. Students meeting all academic, attendance, and age requirement may elect to 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 Nursing Assistant.

Prerequisite: Applications of Therapeutic Services.

25.5630001

Nursing Internship

This internship focuses on the applications of Nursing Essentials skills and technology. Recommended course length is 150 hours with content focus as delineated in the internship performance standards. A minimum of 90 clinical application hours is required. The additional 60 internship hours may be utilized in the class, lab, or clinic settings.

Prerequisite: Nursing Essentials.

25.5640001

Emergency and Disaster Preparedness (HS-ESP)

Emergency and Disaster Preparedness is a preparatory course for the Peach State Pathway's Emergency Services career path which permits students the opportunity to explore the world of pre-hospital emergency care while attaining skills for dealing with disasters and emergency situations, including but not limited to: Disaster Psychology, Medical Assistance, Search/Rescue Techniques, and Fire Chemistry. The course culminates with students demonstrating their skills through participation in a simulated disaster scenario.

The students are required to meet both national and intrastate professional guidelines as designated by applicable regulatory agencies such as Federal Emergency Management Agency (FEMA) and Georgia Emergency Management Agency (GEMA).

Upon completion of the course requirements and the final disaster simulation, students are eligible to obtain certifications in School Emergency Response Team (TEENSERT), American Heart Association's (AHA) Basic Life Support, and/or American Red Cross (ARC) First Aid and CPR.

Prerequisite: Introduction to Healthcare Science.

25.5620001

Concepts of Emergency Medicine (HS-CEM)

Concepts of Emergency Medicine is an intermediate course for the Emergency Services Peach State Pathway and is designed to offer the student a comprehensive view of the science of pre-hospital/emergency care. Students are involved in Emergency Medical Services operations mock scenarios involving triage/mass casualty, extrication of victims in complex access situations, and additional basic skills most commonly associated with the entry level career title of First Responder. 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), National Registry of Emergency Medical Technicians (NREMT), and the Health Insurance Portability and Accountability Act of 1996 (HIPAA). Competencies for the student organization Health Occupations Students of America (HOSA) are integral components of both the core employability skills standards and the technical skills standards. HOSA activities should be incorporated throughout instructional strategies developed for the course. Students may receive recognition and career portfolio enhancement for participation in local, state, and national competitive events and leadership development opportunities provided through Health Occupations Students of America (HOSA).

Prerequisite: Emergency and Disaster Preparedness.

25.5270001

Emergency Medicine Internship (HS-EMI)

This internship focuses on the development of emergency medicine skills. The recommended course length is 150 contact hours with content focus areas indicated in the internship performance standards. Competencies for the student organization Health Occupations Students of America (HOSA) are integral components of both the core employability skills standards and the technical skills standards.

Prerequisite: Concepts of Emergency Medicine.

12.5450001

Cosmetology Services Core I (HS-CS-I)

This course introduces the fundamental theory and practices of the cosmetology profession. Emphasis will be placed on professional practices and safety. Topics include: state and local laws, rules and regulations, professional image, bacteriology, decontamination and infection control, chemistry fundamentals, safety, Hazardous Duty standards Act compliance, and various types of equipment. This course introduces the chemistry and chemical reaction of permanent wave solutions and relaxers. Topics include: permanent wave techniques, chemical relaxer techniques, chemistry, physical and chemical charge, safety procedures, and permanent wave and chemical relaxer application procedures on mannequins. Included is an introduction to theory, procedures, and products used in the care and treatment of the skin, scalp and hair. Students will demonstrate knowledge and skills in basic corrective hair and scalp treatments, plain facials, products and supplies, diseases and disorders, and safety precautions. Students will earn credit hours toward the completion of 1500 credit hours required by Georgia State Board of Cosmetology. In addition, this course offers the possibility of meeting articulation alignment with the technical college standards. 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.

12.5460001

Cosmetology Services Core II (HS-CS-II)

This course is designed as an intermediate level course for the Cosmetology Pathway Program of Study. It presents intermediate skills and knowledge related to cosmetology and its scientific and mathematical corollaries. Clinical activities are included in its phase of study. Clinicals for hairstyling include: shaping, pin curls, finger waves, roller placement, comb-outs, and haircutting concepts. Students will earn credit hours toward the completion of 1500 credit hours required by Georgia State Board of Cosmetology. 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. In addition, this course offers the possibility of meeting articulation alignment with the technical college standards.

Prerequisite: Cosmetology Services Core I

12.5480001

Cosmetology Services Core III (HS-CS-III)

This course is designed to introduce students to advanced scientific and artistic principles in lash and brow tint, hair color, permanent waves, and relaxers. The course will provide higher level skills that the student can transfer to post-secondary cosmetology schools. Students are required to meet both national and intrastate professional guidelines as designed by applicable regulatory agencies such as Occupational Health and Safety Administration (OSHA) and the Georgia Board of Cosmetology. Mastery of these standards through project-based learning, technical skills practice, and leadership development activities of the career and technical student organization, SKillsUSA, will provide students with a competitive edge for either entry into the healthcare personal care services marketplace and/or the post-secondary institution of their choice to continue their education and training. SKillsUSA activities should be incorporated throughout instructional strategies developed for the course. 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 advanced technical content skills necessary to pursue a full range of careers in this program concentration.

Prerequisite: Cosmetology Services Core II

12.5510001

Cosmetology Internship I ((HS-CI-I)

This laboratory course provides experiences necessary for the development of skill levels required to become a cosmetologist. This course provides a portion of hours approved by the Georgia State Board of Cosmetology. The tasks specified by this course will allow a student to earn credit hours toward completion of the 1500 hours required by the Georgia State Board of Cosmetology. 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. In addition, this course offers the possibility of meeting articulation alignment with the technical college standards. Topics for this course include: chemical texturing, hair coloring and bleaching, skin, scalp, and hair treatments, styling, haircutting, manicuring, and pedicuring.

Intervention Programs

32.4140001

Coordinated Career Academic Education I

Provides assistance in math and language and emphasizes social studies and science. Provides strategies for career advancement and skills for transition into postsecondary vocational technical schools and/or into the world of work; uses interlocking team approach.

32.4150001

Coordinated Career Academic Education II

Enhances level-one competencies; provides further assistance in math and language and emphasizes social studies and science. Provides strategies for career advancement and skills for transition into postsecondary vocational technical schools and/or into the world of work; uses interlocking team approach.

32.4160001

Coordinated Career Academic Education III

Enhances level-two competencies; emphasizes skills to facilitate a smooth transition into the world of work and/or postsecondary vocational technical training. Apprenticeship training and on-the-job training are options.

32.8110001

Career Technical Instruction I (CTI)

Provides a year-long intervention program for students with disabilities enrolled in vocational programs; provides vocational assessment, counseling and guidance, support services and curriculum adjustment, a system to foster positive self-image, an individualized educational program (IE), a career ladder and transitional services from school to work or postsecondary training. Stresses transitional services needed for job placement and/or continued education.

32.8120001

Career Technical Instruction II (CTII)

Enhances level-one competencies; provides more in-depth study of the vocational program and continues individualized support assistance and transitional services.

32.8130001

Career Technical Instruction III (CTIII)

Enhances level-two competencies; intensifies study in vocational laboratory programs and emphasizes developing skills to complete a transitional plan for successful employment and/or continued education. Apprenticeship and on-the-job training are available for students enrolled in this course.

32.8140001

Career Technical Instruction IV (CTIV)

Enhances level-three competencies, emphasizes direct contact with potential employers and job sites. These work settings may be provided by the Coordinator and/or Vocational Rehabilitation Counselors. After researching careers and occupations, it introduces job readiness, visits to businesses and industries appropriate for special populations, and tours of postsecondary vocational programs for students that are eligible. The final support and transition service provided by the RVI programs in full-time employment.