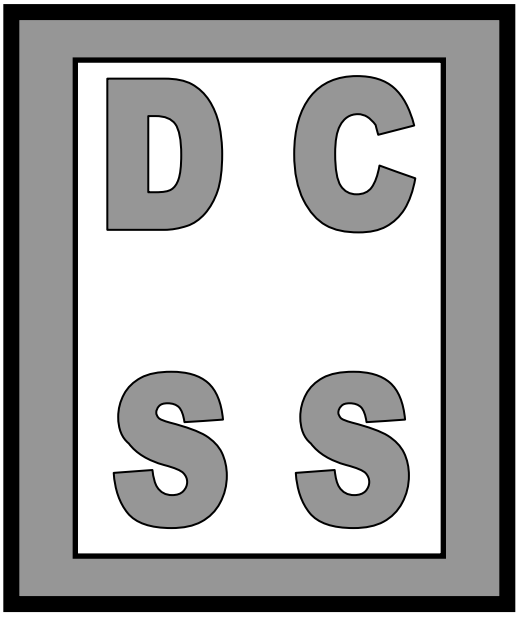
# Dougherty County School System

# High School Course Catalog




## 2009 – 2010

# Pursuing Excellence

# TABLE OF CONTENTS

**DCSS GRADUATION REQUIREMENTS……...3**

**TESTING for POST-SECONDARY EDUCATION…….5**

**GETTING INTO COLLEGE……..6**

**ADMISSION REQUIREMENTS FOR PROSPECTIVE STUDENTS**
**ALBANY STATE UNIVERSITY…….. 9**
**DARTON COLLEGE……..10**
**ALBANY TECHNICAL COLLEGE…….11**

**COLLEGE FINANCIAL AID…….....12**

**HOPE SCHOLARSHIP REQUIREMENTS…….15**

**CENTERS OF EXCELLANCE……..16**

**LANGUAGE ARTS COURSE SEQUENCE…….17**

**MATHEMATICS COURSE SEQUENCE…….....21**

**SCIENCE COURSE SEQUENCE……24**

**SOCIAL STUDIES COURSE SEQUENCE……..27**

**INTERNSHIP/DIRECTED STUDIES…….. 29**

**HEALTH AND PHYSICAL EDUCATION……. 30**

**VISUAL ARTS…….……32**

**DANCE……..34**

**DRAMA…….……... 34**

**MUSIC/BAND..……34**

**MUSIC/CHORUS…….…...37**

**PERSONAL, INTERPERSONAL AND SOCIAL SKILLS…….38**

**FOREIGN LANGUAGE...……..39**

**CAREER, TECHNICAL AND AGRICULTURAL EDUCATION…….42**

# Dougherty County Graduation Requirements for 2009-2010 and Subsequent Years

**Carnegie Units: A minimum of 23 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 | 3 |
| (V) | CTAE and/or Modern language/Latin and/or Fine Arts | 3 |
| (VI) | Health & Personal Fitness | 1 |
| (VII) | Electives | 4 |
| | Minimum Total Units | 23 |

***** 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.**

**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 (AP Calculus AB/BC, AP Statistics, Discrete Math, 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 | |
| | |
| American Government/HS 101 or AP Human Geography/HS101 | |
| U.S. History or AP U.S. History | |
| Economics/World Geography or Psychology/AP Macroeconomics | |
| World History or AP World History | |
| | |
| 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: | 23 |

***** 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.**

<table>
<tr><th colspan="2">Research Universities</th></tr>
<tr><td colspan="2">Georgia Institute of Technology<br>Georgia State University<br>Medical College of Georgia<br>University of Georgia</td></tr>
<tr><th colspan="2">Regional Universities</th></tr>
<tr><td colspan="2">Georgia Southern University<br>Valdosta State University</td></tr>
<tr><th>State Universities</th><th>State Colleges</th></tr>
<tr><td rowspan="3">Albany State University<br>Armstrong Atlantic State University<br>Augusta State University<br>Clayton State University<br>Columbus State University<br>Fort Valley State University<br>Georgia College and State University<br>Georgia Southwestern State University<br>Kennesaw State University<br>North Georgia College and State University<br>Savannah State University<br>Southern Polytechnic State University<br>University of West Georgia</td><td>Abraham Baldwin Agricultural College<br>College of Coastal Georgia<br>Dalton State College<br>Gainesville State College<br>Georgia Gwinnett College<br>Gordon College<br>Macon State College<br>Middle Georgia College</td></tr>
<tr><th>Two-Year Colleges</th></tr>
<tr><td>Atlanta Metropolitan College<br>Bainbridge College<br>Darton College<br>East Georgia College<br>Georgia Highlands College<br>Georgia Perimeter College<br>South Georgia College<br>Waycross College</td></tr>
</table>

**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 on 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** | **1830**[1] |
| **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**

| SAT Requirements | ACT 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 sores 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:**

| COURSE | UNITS | EMPHASIS |
|---|---|---|
| English | 4 | Grammar & Usage<br>Literature |
| Mathematics | 4 | Two years of Algebra<br>Geometry |
| Science | 3 | Physical Science<br>Two lab sciences |
| Social Science | 3 | Government<br>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 psycho-logy 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:**<br><br>**AP Calculus AB**<br>**AP Calculus BC**<br>**AP Statistics**<br>**Discrete Math**<br>**Joint Enrollment**<br>**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.**

**27.0910008**
**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

| 9th | 10th | 11th | 12th |
|---|---|---|---|
| **Physical Science II** | **Biology** | **Chemistry**<br>**Or**<br>**Environmental Science** | **Physics** |
| **Biology** | **Chemistry** | **Physics** | **AP Physics**<br>**Or**<br>**AP Biology** |

# 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.**

**26.0140009**
**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.**

**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, acidlbase chemistry, chemical dynamics and equilibrium, reference, research skills, and lab safety.**
.
**45.0530009**
**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.**

**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.**

**40.0890008**
**Principles of Engineering (PRIENG)**
**Engineering Concepts is second course in the engineering pathway. This course introduces students to the fundamental principles of engineering. Students learn about areas of specialization within engineering and engineering design, and apply engineering tools and procedures as they complete hands-on instructional activities.**

**40.0910008**
**Introduction to Engineering (INTENG)**
**Foundations of Engineering and Technology is the introductory course for all Georgia Engineering and Technology Education pathways. This course provides students with opportunities to develop fundamental technological literacy as they learn about the history, systems, and processes of invention and innovation.**

**40.0920008**
**Engineering Design and Development (EDD)**
**Research, Design, and Project Management is the fourth course in the engineering pathway. This course provides students with opportunities to work with students from other pathways as a member of a design team. Research strategies, prototype testing and evaluation, and communication skills are emphasized.**

**40.0940008**

**Chemical and Material Science Engineering (CMSE)**

**Engineering Applications is the third course in the engineering pathway. Students have opportunities to apply engineering design as they develop a solution for a technological problem. Students use applications of mathematics and science to predict the success of an engineered solution and complete hands-on activities with tools, materials, and processes as they develop a working drawings and prototypes.**

# Social Studies Course Sequence

| 9th | 10th | 11th | 12th |
|---|---|---|---|
| **American Government**<br><br>**(To be paired with HS 101)** | **U.S. History** | **Economics**<br><br>**(To be paired with World Geography)** | **World History** |
| **Gifted/Honors Human Geography**<br><br>**(To be paired with American Government)** | **AP U.S. History** | **AP Macroeconomics**<br><br>**(To be paired with Psychology)** | **AP World History** |

# Social Sciences

**45.0150088/98 (Honors)**
**45.2150088/98 (Gifted)**
**Psychology (PSY)**
**Investigates the principles of psychology, developmental psychology, heredity and environmental aspects of psychology, learning theory, personality, intelligence, social disorders and research methods used in the study of psychology. Integrates and reinforces social studies skills.**

**45.0570018/28**
**45.2570088/98 (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.**

**45.0520089/99**
**45.2520089/99 (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.**

**45.0610018/28**
**45.0610088/98 (Honors)**
**45.2610088/98 (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.**

**45.0620089/99**
**45.2620089/99 (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.**

**45.0710018/28**

**World Geography (WORGEO)**
**Investigates regions of the world and how these regions influence the historical, economical, political and cultural development in an interdependent world. Includes geographic concepts, physical phenomena and the relationship of people to their environment. Includes environmental issues and decision-making skills. Covers regions, location (position on earth's surface), place (physical and human characteristics), relationships within places and movement (human interaction on the earth).**

**45.0077088/98**
**45.2077088/98 (Gifted)**
**Gifted/Honors Human Geography**
**This course introduces student's to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. Students will also learn about the methods and tools geographers use in their science and practice.**

**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 (lTRFLD)**
**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 (MUAII)**

**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 (MUAIII)**
**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**
**GHSGT Prep (GHSGT 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 (RLFRIV)**
**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 (LA TII)**
**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 (JAIl)**
**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-peaking 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/Accounting Career Pathway:***
***Business Essentials**
***Principles of Accounting I**
***Principles of Accounting II**

***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**

***Administration/Information Support Career Pathway:***
***Computer Applications I**
***Computer Applications II**
***Business Communication & Presentation**

***Cooperative Business Education:***
***(Must have completed 2 courses in Business & Computer Science)***
**Cooperative Business Education I**
**Cooperative Business Education II**
**Cooperative Business Education III**
**Cooperative Business Education IV**

**CBE Co-op I**
**CBE Co-op II**
**CBE Co-op III**

## 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**

***Interior Design Career Pathway:***
***Foundations of Interior Design**
***Interior Design: Furnishings, Materials and Components**
***Textile Science**
**Interior Design Internship**

## 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: Architecture, Construction, Communications and Transportation

***Transportation Logistical Operations Career Pathway*:**
***Foundations of Transportation & Logistics**
***Electrical/Electronic Systems and Design**
***Heating, Ventilation, & Air Conditioning Concepts**
**Transportation & Logistics Internship**
**Preventative, Maintenance & Inspection**

***Transportation Logistical Support Career Pathway:***
***Foundations of Transportation & Logistics**
***Electrical/Electronic Systems & Design**
***Chassis System & Design**
**Transportation & Logistics Internship**
**Engine Performance Concepts**

***Construction Career Pathway:***
***Occupational Safety & Fundamentals**
***Introduction to Construction**

**AND**

***Carpentry I** OR ***Electrical I** OR ***Plumbing I**
**Carpentry II** **Electrical II** **Plumbing II**

**Construction Internship**

***Heating, Ventilation, Air Conditioning & Refrigeration:***
**Occupational Safety & Fundamentals**
**Foundations of HVACR**
**Heating and Cooling Basics**
**Air Flow Systems and Maintenance**
**HVACR Controls and Operations**
**Heat Pumps, Meter Devices and Refrigerant Handling**
**HVACR Servicing and Troubleshooting I**
**HVACR Servicing and Troubleshooting II**

***Welding:***
**Occupational Safety & Fundamentals**
**Introduction to Metals**
**Arc Welding Processes I**
**Intermediate Arc Welding Processes I**
**Gas Metal Arc Welding (GMAW) Specialty**

***Engineering Drawing & Design Career Pathway:***
***Introduction to Engineering Drawing and Design**
***Architectural Drawing and Design I**
***Architectural Drawing and Design II**

***Diversified Cooperative Training:***
***(Available to currently enrolled trade and industrial students)***
**DCT/Trade & Industry Education – Co-op/Internship I**
**DCT/Trade & Industry Education – Co-op/Internship II**
**DCT/Trade & Industry Education – Co-op/Internship III**

## 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**

***Electronics Career Pathway*:**
***Foundations of Electronics**
***Advanced AC and DC Circuits**
***Digital Electronics**
**Electronics Internship**

## 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 I**
**JROTC/Marine Corps II**
**JROTC/Marine Corps III**
**JROTC/Marine Corps 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**

# 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 bas 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.***

**07.4110001**
**Principles of Accounting I (BSC-PAI)**
**Students perform accounting activities for a sole proprietorship, partnership, and corporation following generally accepted accounting procedures. Students analyze business transactions and financial statements, perform payroll, examine the global perspective of accounting, and evaluate the effects of transactions on the economic health of the business.**
***Prerequisite: Business Essentials.***

**07.4120001**
**Principles of Accounting II (BSC-PAII)**
**Students build on the knowledge acquired in Principles of Accounting I as they further their studies in accounting. Students perform accounting activities for partnerships and corporations following generally accepted accounting procedures. Uncollectible accounts, plant assets, inventory, notes payable and receivable, prepaid and accrued expenses, and unearned and accrued revenues are analyzed and related adjustments are calculated. Students apply accounting procedures to the formation, dissolution, and liquidation of business entities. In addition, students apply managerial accounting techniques.**
***Prerequisite: Principles of Accounting I.***

**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.***

**07.4750001**
**Cooperative Business Education I (CBEI)**
**Develops entry-level skills and knowledge for business management and office environments for a cooperative work-site experience; requires an on-file training plan that complements on -the-job and classroom components of the program. Students must have completed two courses in Business & Computer Science prior to enrollment.**
***Prerequisite: Business Essentials and one additional Business and Computer Science Course.***

**07.4760001**
**Cooperative Business Education II (CBEII)**
**Enhances CBE I skills for work-site experiences; requires an on-file training plan that complements on-the-job and classroom components of the program.**
***Prerequisite: Cooperative Business Education I.***

**07.4770001**
**Cooperative Business Education III (CBEIII)**
**Enhances CBE II skills for work-site experiences; requires an on-file training plan that complements on-the-job and classroom components of the program.**
***Prerequisite: Cooperative Business Education II.***

**07.4780001**
**Cooperative Business Education IV (CBEIV)**
**Enhances CBE III skills for work-site experiences; requires an on-file training plan that complements on-the-job and classroom components of the program.**
***Prerequisite: Cooperative Business Education III.***

**07.0910001**
**CBE Co-op I**
**Provides on-the-job, site-based training experiences for Cooperative Business Education students. Requires supervision by the business education instructor, training plans, and training agreements evaluated by the employer and the instructor. Co-op students must be compensated.**

**07.0920001**
**CBE Co-op II**
**Extends on-the-job, site-based training experiences for Cooperative Business Education students. Requires supervision by the business education instructor, training plans, and training agreements evaluated by the employer and the instructor. Co-op students must be compensated.**

**07.0930001**
**CBE Co-op III**
**Extends on-the-job, site-based training experiences for Cooperative Business Education students. Requires supervision by the business education instructor, training plans, and training agreements evaluated by the employer and the instructor. Co-op students must be compensated.**

**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.***

**11.4310001**
**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.***

**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.***

**20.4410001 (1 Hour Block for Full Year)**
**20.4410012/22 (2 Hour Block for 1 Semester)**
**Foundations of Interior Design (FSC-ID)**
**This course introduces the student to the basic fundamentals of design and the interior design profession. The skills taught throughout the course will allow the student to investigate and explore the various careers within the aspects of interior design. Students will gain knowledge of the history of interior furnishings. Basic mathematics, English language arts and science skills will be incorporated throughout the curriculum. Individual work, teamwork and presentation skills will also be incorporated into the curriculum. Upon completion of the interior design curriculum, students will have acquired the basic skills that will allow them to make a well educated move to the post secondary level.**

***Prerequisite: None.***

**20.4420001 (1 Hour Block for Full Year)**
**20.4420012/22 (2 Hour Block for 1 Semester)**
**Interior Design: Furnishings, Materials and Components (FSC-IDFMC)**
**The materials and components course is related to interior design and construction and introduces the student to a wide array of building fixtures, furnishings, and equipment used in the industry. Students will learn to read scaled floor plans, estimate quantity, and understand specifications for residential and commercial products. Knowledge of current industry standards, correct product applications, and product resource development are important elements in this course. Students will research career options including educational requirements, salary expectations, and job demands. Projects will involve individual work, team work, verbal presentations, and application of computer technology.**

***Prerequisite: Foundations of Interior Design.***

**20.4470001 (1 Hour Block for Full Year)**
**20.4470012/22 (2 Hour Block for 1 Semester)**
**Textile Science (FSC-TS)**
**The textile science course introduces students to the fascinating world of fabrics, fibers, dyes and fabric construction. Textiles for apparel, interior furnishings, and industrial applications are investigated. Testing methods, labeling laws, trends, applications, and color forecasting are all included. Various career paths will be researched to determine educational levels, salary expectations, and growing industry demand. Projects will involve individual work, team work, verbal presentations, fabric swatches, and computer applications.**
***Prerequisite: Interior Design: Furnishings, Materials and Components.***

**20.4480001 (1 Hour Block for Full Year)**
**20.4480012/22 (2 Hour Block for 1 Semester)**
**Interior Design Internship**
**The internship offers a student in the Interior Design Career Pathway a field experience under the direct supervision of a mentor. The student will develop a portfolio of experiences they have gained in the work place during their internship.**
***Prerequisite: Textile Science.***

# 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.***

**47.5750001**
**47.5750012/22**
**Transportation Logistics Internship**
**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: Heating, Ventilation, & Air Conditioning Concepts or Chassis System and 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 craftsperson.**
***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.***

**47.5110001 (1 Hour Block for Full Year)**
**47.5110012/22 (2 Hour Block for 1 Semester)**
**Foundations of HVACR**
**Foundations of HVACR is designed to acquaint participants with the heating, ventilation, air conditioning, and refrigeration technical occupation. The various activities equip high school students with the skills needed to select the HV ACR trade, enter the workforce, and continue to advance in the HV AC trade. Experiences include an introduction to the basic requirements of the field. the structure and nature of career opportunities, an introduction to the types of training and skills required, and use of specialized tools, equipment, and materials. Approximately one-third of student time is invested in the technical aspects of the occupation, with the majority of their time (two-thirds) committed to performance-based, HV ACR lab activities. 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.***

**47.5120001 (1 Hour Block for Full Year)**
**47.5120012/22 (2 Hour Block for 1 Semester)**
**Heating and Cooling Basics**
**This course covers the basic principle *of* heat transfer, refrigeration, and pressure-temperature relationships, and describes the components and accessories used in air conditioning systems. Also included in this course are heating fundamentals, types and designs of furnaces and their components, and basic procedures for installing and servicing furnaces. Minimum performance requirements for this course are based *on* successful student completion according to the National Center for Construction Education and Research Center (NCCER) Occupational Standards. Students who successfully complete the course in accordance with NCCER standards are eligible for registration with the NCCER National Craft Worker Registry.**
***Prerequisite: Foundations of HVACR.***

**47.5130001 (1 Hour Block for Full Year)**
**47.5130012/22 (2 Hour Block for 1 Semester)**
**Air Flow Systems and Maintenance**
**This course is designed to develop skills in the proper identification and use *of* materials and methods for constructing air distribution systems and understanding their components, air flow measurement, and the use *of* psychometric charts. The student will use tools *of* the trade to construct ductwork that could be used in an actual air conditioning system. Minimum performance requirements for tins course are based *on* successful student completion according to the National Center for Construction Education and Research Center (NCCER) Occupational Standards. Students who successfully complete the course in accordance with NCCER standards are eligible for registration with the NCCER National Craft Worker Registry.**
***Prerequisite: Heating and Cooling Basics.***

**47.5140001 (1 Hour Block for Full Year)**
**47.5140012/22 (2 Hour Block for 1 Semester)**
**HVACR Controls and Operations**
**This course is designed to develop skills in properly installing and servicing HV ACR controls. The student will use test equipment to check conventional and electronic thermostats, electronic and pneumatic circuits, and devices used to control humidity, air quality, and energy efficiency. Minimum performance requirements for this course are based *on* successful student completion according to the National Center for Construction Education and Research Center (NCCER) Occupational Standards. Students who successfully complete the course in accordance with NCCER standards are eligible for registration with the NCCER National Craft Worker Registry.**
***Prerequisite: Air Flow Systems and Maintenance.***

**47.5150001 (1 Hour Block for Full Year)**
**47.5150012/22 (2 Hour Block for 1 Semester)**
**Heat Pumps, Meter Devices and Refrigerant Handling**
**This course is designed to develop skills in the installation and service of heat pumps, the operation and servicing of meter devices, and the safe handling of refrigerants. Students will properly identify and use refrigerant recovery and reclamation equipment, thermostatic expansion valves and capillary tubes, as well as the principles of reverse cycle heating. 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: HVACR Controls and Operations.***

**47.5160001 (1 Hour Block for Full Year)**
**47.5160012/22 (2 Hour Block for 1 Semester)**
**HVACR Servicing and Troubleshooting I**
**This course is designed to develop skills in the procedures for servicing HV ACR systems, along with troubleshooting techniques for electronic, electrical, mechanical, and heating components. Minimum performance requirements for tins course are based *on* successful student completion according to the National Center for Construction Education and Research Center (NCCER) Occupational Standards. Students who successfully complete the course in accordance with NCCER standards are eligible *for* registration with the NCCER National Craft Worker Registry.**
***Prerequisite: Heat Pumps, Meter Devices and Refrigerant Handling.***

**47.5170001 (1 Hour Block for Full Year)**
**47.5170012/22 (2 Hour Block for 1 Semester)**
**HVACR Servicing and Troubleshooting II**
**This course is designed to develop advanced skills in the procedures for servicing HV ACR systems, along with troubleshooting techniques for cooling components and HV ACR accessories, as well as service and troubleshooting procedures for heat pumps. Minimum performance requirements for this course are based *on* successful student completion according to the National Center for Construction Education and Research Center (NCCER) Occupational Standards. Students who successfully complete the course in accordance with NCCER standards are eligible for registration with the NCCER National Craft Worker Registry.**
***Prerequisite: HVACR Servicing and Troubleshooting 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)**
**Arc Welding Processes I**
**This course is designed to allow students to master basic welding techniques. Students will identify, rate, select, and use proper weld techniques to produce quality beads. The student will also properly prepare base metal to produce good weld quality. Minimum performance requirements for tins course are based on successful student completion according to the National Center for Construction Education and Research Center (NCCER) Occupational 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.***

**48.5530001 (1 Hour Block for Full Year)**
**48.5530012/22 (2 Hour Block for 1 Semester)**
**Intermediate Arc Welding Processes I**
**This course is designed to allow students to master intermediate shielded metal arc welding techniques used in 10,30,40,50, and 60 positions on groove welds with backing and open V-butt welds. Upon completion *of* this course, students will be able to enter into an entry-level job as a welder or advance to a higher degree *of* learning. 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: Arc Welding Processes II.***

**48.5570001 (1 Hour Block for Full Year)**
**48.5570012/22 (2 Hour Block for 1 Semester)**
**Gas Metal Arc Welding (GMAW) Specialty**
**This course includes specialized training and development of skills in Gas Metal Arc Welding (OMA W) *of* pipe and aluminum plate and pipe in the 10, 30, 50, and 60 positions. 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: Advanced Arc Welding Processes II.***

**47.0980001 (1 Hour Block for Full Year)**
**47.0980012/22 (2 Hour Block for 1 Semester)**
**DCT/Trade and Industrial Education Co-op/Internship I**
**Provides on-the-job, site-based training experiences for diversified cooperative training students; requires supervision by the DCT instructor, training plans, training agreements and special on-the-job projects jointly evaluated by the employer and the instructor. Co-op students must be compensated; internship may or may not be. Available to currently enrolled trade and industrial students and/or students from the general school population who are interested in developing career skills and goals.**

**47.0990001 (1 Hour Block for Full Year)**
**47.0990012/22 (2 Hour Block for 1 Semester)**
**DCT/Trade and Industrial Education Co-op/Internship II**
**Enhances on-the-job, site-based training experiences for diversified cooperative training students; requires supervision by the DCT instructor, training plans, training agreements and special on-the-job projects jointly evaluated by the employer and the instructor. Evaluation is integral and on-going. Co-op students must be compensated; internship students may or may not be.**

**47.0991001 (1 Hour Block for Full Year)**
**47.0991012/22 (2 Hour Block for 1 Semester)**
**DCT/Trade and Industrial Education Co-op/Internship III**
**Enhances on-the-job, site-based training experiences for diversified cooperative training students; requires supervision by the DCT instructor, training plans, training agreements and special on-the-job projects jointly evaluated by the employer and the instructor. Evaluation is integral and on-going. Co-op students must be compensated; internship students may or may not be.**

## 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.***

**21.4520001 (1 Hour Block for Full Year)**
**21.4520012/22 (2 Hour Block for 1 Semester)**
**Foundations of Electronics (ENGR-FE)**
**This course is designed for beginning students who are interested in careers related to the design, production, analysis, repair, and operation of devices that use electronics. The course should be designed around major individual and class projects that promote critical thinking, problem solving, and abstract reasoning that encourages the student to become an investigative life long learner. Teachers should develop units around real-life work centered situations that integrate content across the curriculum. The integrated project should provide the student with opportunities to develop and demonstrate technical, academic, cognitive, and personal competencies. Job shadowing, interviews, and internships are encouraged. A variety of teaching methods such as class discussions, demonstrations, class activities, homework, and modules should be used to prepare and assist the student with developing a competency base. At the end of each unit, students should be evaluated using a variety of assessments that consider multiple learning styles, abilities, and skills. Assessments should include daily work habits, class assignments, homework, tests, organization, and project evaluation. Students are expected to set goals, research careers, and develop plans for achieving desired goals.**
***Prerequisite: None.***

**21.4530001 (1 Hour Block for Full Year)**
**21.4530012/22 (2 Hour Block for 1 Semester)**
**Advanced AC and DC Circuits (ENGR-AE)**
**This course is designed for advanced students who are interested in careers related to the design, production, analysis, repair, and operation of devices that use electronics. The course should be designed around major individual and class projects that promote critical thinking, problem solving, and abstract reasoning that encourages the student to become an investigative life long learner. Teachers should develop units around real-life work centered situations that integrate content across the curriculum. The integrated project should provide the student with opportunities to develop and demonstrate technical, academic, cognitive, and personal competencies. Job shadowing, interviews, and internships are encouraged. A variety of teaching methods such as class discussions, demonstrations, class activities, homework, and modules should be used to prepare and assist the student with developing a competency base. At the end of each unit, students should be evaluated using a variety of assessments that consider multiple learning styles, abilities, and skills. Assessments should include daily work habits, class assignments, homework, tests, organization, and project evaluation. Students are expected to set goals, research careers, and develop plans for achieving desired goals.**
***Prerequisite: Foundations of Electronics.***

**21.4540001 (1 Hour block for Full Year)**
**21.4540012/22 (2 Hour Block for 1 Semester)**
**Digital Electronics (ENGR-DE)**
**Digital Electronics is the third course in the Electronics pathway. Students have opportunities to apply prior learning in electronics to the digital world in which they live. Students use applications of mathematics and science to predict the success of an engineered solution and complete hands-on activities with tools, materials, and processes as they develop functional devices and working prototypes aided by computer simulations.**
***Prerequisite: Advanced AC and DC Circuits.***

**21.4780001 (1 Hour Block for Full Year)**
**21.4780012/22 (2 Hour Block for 1 Semester)**
**Electronics Internship (ENGR-LI)**
**This course is designed to allow students to experience the workplace through an internship opportunity. Throughout the internship, the student will gain interpersonal skills, demonstrate work ethics, and work with various industrial processes including design and fabrication related to the field of electronics.**
***Prerequisite: Digital Electronics.***

## 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 healthcares 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 Associations (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.***

## 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.**