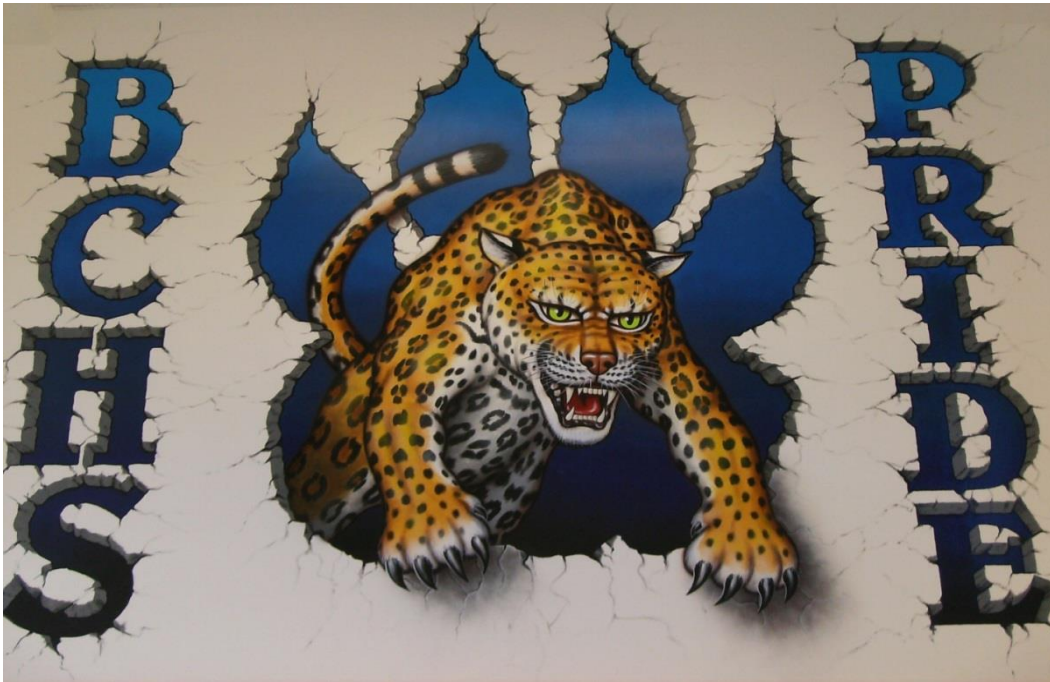


# Banks County High School





## **Educating and Empowering for Success**

Dear Students:

This Course Description Guide describes the courses offered at Banks County High School. As you select courses and specific programs, remember this is a “map” for your future. The opportunities that exist for your future and the rewards for your tomorrows start today. Whether you attend technical college, a two-year or four-year college, enter the work force, or join the military, the decisions that you make now will help you to be successful after graduation from high school.

We encourage each of you to take the most challenging courses you can find. Take the time to read and study the departmental course offerings and draft a plan for success that will set you on course for graduation. Pay attention to the requirements, prerequisites, and course expectations. Keep your goals in mind and select those courses that will make your plan become a reality.

Take advantage of Banks County’s curriculum now, take your high school education experience seriously, and prepare yourself for the future. Our goal is to produce students who are college and career ready!

Sincerely,

BCHS Administrative Team

## ***Vision***

Banks County High School is focused on learning that is relevant and rigorous.

## ***Mission Statement***

Banks County High School will provide a collaborative environment of learning that develops graduates prepared to be successful in a diverse 21<sup>st</sup> century society.

## ***Guiding Principles***

- Developing positive attitudes by:
  - focusing on success for all students
  - promoting a climate of high expectations, respect and dignity
- Providing resources by:
  - recruiting, employing and nurturing dedicated, well-qualified and highly professional employees who adhere to professionally recognized standards and board policies
  - ensuring a safe, healthy environment for students, teachers and staff
  - offering the highest quality instructional resources and tools
- Improving student achievement by:
  - implementing a challenging curriculum relevant to the lives of students
  - emphasizing democratic classroom processes in which students learn independently and through group work while learning to value diversity
  - promoting continuous improvement through cooperation among students, parents, educators, and the community



## **Graduation Requirements for Class of 2017 and Beyond**

<b><u>Areas of Study</u></b>	<b><u>Units Required</u></b>
<b>English/Language Arts</b>	<b>4</b>
<b>Mathematics</b>	<b>4</b>
<b>Science</b>	<b>4</b>
<b><u>Note:</u> The 4<sup>th</sup> science unit may be used to meet both the science and CTAE requirement</b>	
<b>Social Studies</b>	<b>3</b>
<b>CTAE and/or Modern Language and/or Fine Arts</b>	<b>3</b>
<b>Health and Physical Education</b>	<b>1</b>
<b>Total Units (Minimum)</b>	<b>23</b>

## **Pathways for College and Career Readiness**

### **Academic Advanced Pathway - Available in ELA, Math, Science and Social Studies**

#### **Criteria**

- Completion of required units in each subject area
- (4 - ELA, Math, Science; 3 - Social Studies)
- Completion of at least one AP or IB course or one approved post-secondary enrollment course in content area
- Completion of two sequential courses in the same world language

### **World Language Pathway**

#### **Criteria**

- Completion of required units for graduation
- Completion of three high school courses in the same world language or two high school courses plus an AP or IB course or one approved post-secondary enrollment course in the same World Language reflecting a third course at the college level

### **Fine Arts Pathway - Visual Arts, Music, Dance, Theater, Journalism**

#### **Criteria**

- Completion of required units for graduation
- Completion of three credits in any one of the identified areas

### **CTAE Pathway**

#### **Criteria**

- Completion of required units for graduation
- Completion of 3 specified courses in a CTAE approved pathway

## Guidance for Fourth Science Requirement

The four science units should include two courses with a laboratory component. Georgia public high school students should have at least one unit of biology, one unit of physical science or physics, one unit of chemistry, earth systems, environmental science, or an advanced placement course, and a 4th science.

### **2020-2021 Science Courses approved by Board of Regents for College Admission**

#### **ACADEMIC COURSES**

26.01200 - Biology I  
26.01300 - Biology II  
26.01400 - AP Biology  
26.01500 - Genetics  
26.01800 - IB Biology, Year One  
26.01900 - IB Biology, Year Two  
26.03100 - Botany  
26.05100 - Microbiology  
26.06100 - Ecology  
26.06110 - Environmental Science  
26.06200 - AP Environmental Science  
26.06300 - IB Environmental Systems, Year One  
26.06310 - IB Environmental Systems, Year Two  
26.06400 - Advanced Genetics/DNA Research  
26.06500 - Epidemiology  
26.07100 - Zoology  
26.07200 - Entomology  
26.07300 - Human Anatomy/Physiology  
40.01100 - Physical Science  
40.02100 - Astronomy  
40.04100 - Meteorology  
40.05100 - Chemistry I  
40.05200 - Chemistry II  
40.05300 - AP Chemistry  
40.05500 - IB Chemistry, Year One  
40.05600 - IB Chemistry, Year Two  
40.05700 - Organic Chemistry  
40.05800 - Biochemistry  
40.05900 - Materials Chemistry  
40.06300 - Geology  
40.06400 - Earth Systems  
40.07100 - Oceanography  
40.08100 - Physics I  
40.08200 - Physics II  
40.08310 - AP Physics I  
40.08320 - AP Physics II  
40.08410 - AP Physics C: Mechanics  
40.08420 - AP Physics C: Electricity and Magnetism  
40.08500 - IB Physics, Year One  
40.08600 - IB Physics, Year Two  
40.08700 - Environmental Physics

40.08800 - Special Topics in Modern Physics  
40.08900 - Advanced Physics Principles/Robotics  
40.09100 - Advanced Scientific Internship  
40.09230 - Scientific Research III  
40.09240 - Scientific Research IV  
40.09300 - Forensic Science  
40.09400 - Chemical & Material Science Engineering  
40.09500 - IB Design Technology, Year One  
40.09600 - IB Design Technology, Year Two  
40.09700 - IB Marine Science, Year One  
40.09710 - IB Marine Science, Year Two

#### **CTAE COURSES**

01.46100 - General Horticulture and Plant Science  
02.42100 - Animal Science Technology/Biotechnology  
02.44100 - Plant Science and Biotechnology  
03.41100 - Natural Resources Management  
03.45100 - Forest Science  
20.41400 - Food for Life  
20.41810 - Food Science  
20.41710 - Food & Nutrition Through the Lifespan  
21.45100 - Energy and Power Technology  
21.45300 - Advanced AC and DC Circuits  
21.45700 - Appropriate & Alternative Energy Tech  
25.44000 - Essentials of Healthcare  
25.44600 - Sports Medicine  
25.57000 - Essentials of Biotechnology  
25.56900 - Applications of Biotechnology  
43.45200 - Forensic Science & Criminal Investigations

#### **OTHERS**

11.01600 - AP Computer Science A  
11.01700 - IB Computer Science, Year One  
11.01710 - IB Computer Science, Year Two  
11.01900 - AP Computer Science Principles  
11.42500 - Web Development  
11.42700 - Embedded Computing  
11.42900 - Game Design: Animation and Simulation  
11.47100 - Computer Science Principles  
11.47200 - Programming, Games, Apps and Society

## **Guidance for Modern Language**

All students are encouraged to earn two units of credit in the same modern language. The two units of the same foreign language must have an emphasis on speaking, listening, reading and writing. 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 modern language, or two units of American Sign Language, or two units of computer science. The two units of computer science must have a coding and programming emphasis. Georgia Department of Technical and Adult Education (DTAE) institutions (technical colleges) do not require modern language for admissions.

## **Academic Electives**

Academic electives are additional credits in a core academic area beyond state graduation requirement. These classes will count in a student's HOPE average. Examples can include: Spanish/French III, Psychology, and Math Support classes.

## **Grade Placement**

A student's grade placement remains the same for the entire school year and does not change when second semester begins. The following numbers of units are required to be promoted to the indicated grade:

Grade 10 .....	4 units	Grade 11 .....	10 units	Grade 12 .....	16 units
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## **Credit Recovery**

The Credit Recovery program offers students the chance to get back on track for graduation. A computer-based program is available for students to regain credit lost due to failed classes. Credit recovery opportunities are generally offered before or after school but a student may have time to take a credit recovery course during the regularly scheduled school day.

## State Mandated Standardized Testing

### Georgia Milestones Assessments

The Georgia Milestones Assessment System is designed to provide information about how well students are mastering the state-adopted content standards in the core content areas of language arts, mathematics, science, and social studies. Importantly, Georgia Milestones is designed to provide students with critical information about their own achievement and their readiness for their next level of learning – be it the next grade, the next course, or endeavor (college or career). Informing parents, educators, and the public about how well students are learning important content is an essential aspect of any educational assessment and accountability system. Parents, the public, and policy makers, including local school districts and boards of education, can use the results as a barometer of the quality of educational opportunity provided throughout the state of Georgia. As such, Georgia Milestones serves as a key component of the state’s accountability system– the College and Career Ready Performance Index (CCRPI).

Students at the high school level will take an end-of-course assessment in the following eight courses:

- Language Arts
  - Ninth Grade Literature and Composition
  - American Literature and Composition\*
- Mathematics
  - Algebra 1
  - Geometry
- Science
  - Biology
  - Physical Science\*
- Social Studies
  - United States History\*
  - Economics/Business/Free Enterprise\*

The end-of-course measures are administered at the completion of the course. These measures serve as the final exam for the course and contribute 20% to the student’s final course grade. Students who are dually enrolled in a course to earn both high school and college credit will be required to take the corresponding EOC (EOC noted with an \* is exempt if student takes the course through the Dual Enrollment program).



## Georgia Milestones Assessments

### Demonstrating Subject Area Competency (“Testing Out”)

The opportunity exists for students to demonstrate subject area competency (“test out”) for any course that has an associated EOC and earn credit for the course through that process. Students who reach a designated performance level, Distinguished Learner, on an EOC taken prior to taking the course shall be awarded credit for that course. For example, a student may attempt the Biology EOC prior to taking the course. If the student reaches the Distinguished Learner achievement level, the local board of education shall award the student the course credit for Biology. A student may test out of any course that has an associated EOC. However, students may earn no more than three units of credit by demonstrating subject area competency in this fashion.

Students must meet the following eligibility requirements to exercise this option:

1. Not currently or previously enrolled in the course
2. Have earned a grade of B or better in the most recent course that is the same content area of the course for which the student is attempting the EOC
3. Receive a teacher recommendation from the teacher of the most recent course in the same content area (or, if not available, a teacher in the same content area with knowledge of the student’s academic achievement) for which the student is attempting the EOC
4. Receive parent/guardian permission if the student is less than 18 years of age

If a student is interested in pursuing this option, he/she should speak with a counselor who will forward the request to the school testing coordinator.

## **Student Learning Objectives**

Student growth measures are content-specific, grade level learning objectives that are measureable, focused on growth in student learning, and aligned to curriculum standards. As a measure of teachers' impact on student learning, student growth measures give educators, school systems, and state leaders an additional means by which to understand, value, and recognize success in the classroom.

The primary purpose of the student growth measure is to improve student learning at the classroom level. An equally important purpose of the student growth measure is to provide evidence of each teacher's instructional impact on student learning. Students may have a student growth measure in non-tested subjects (courses without an end-of-course assessment) which will be identified in the course syllabus. The student growth measures are administered at the completion of the course. These measures contribute 20% to the student's final course grade.

## **End of Pathway Assessments (EOPA)**

Students taking classes in the area of Career Technical and Agricultural Education (CTAE) and who have successfully completed 3 specific courses in a career pathway will take an End of Pathway Assessment. The assessments determine the knowledge, skill and understanding gained by the students in the career pathway. The assessments also provide pathway completers the opportunity to earn certification or certificates that are recognized throughout business and industry in the state and nation while still in high school.

## HOPE SCHOLARSHIP/GRANT

Helping Outstanding Pupils Educationally (HOPE) is a four-year scholarship program funded by the Georgia Lottery. The criteria and guidelines are based on legislative action. The current eligibility requirements are as follows for the HOPE Scholarship/Grant:

All HOPE programs require students to meet basic requirements. An eligible student must:

1. Meet HOPE's U.S. citizenship or eligible non-citizen requirements;
2. Be a legal resident of Georgia;
3. Meet enrollment requirements;
4. Be in compliance with Selective Service registration requirements;
5. Meet academic achievement standards;
6. Be in good standing on all student loans or other financial aid programs;
7. Be in compliance with the Georgia Drug-Free Postsecondary Education Act of 1990;
8. Not have exceeded the maximum award limits for any HOPE program.

### Program Eligibility

To receive HOPE Scholarship funding, students must:

1. Meet **one** of the following academic requirements:
  - Graduate from a HOPE-eligible high school with a minimum 3.0 grade point average (as calculated by GSFC).
  - Receive a high school diploma through petition of the local school board, in accordance with O.C.G.A. §20-2-281.1, from a HOPE-eligible high school with a minimum 3.0 grade point average (as calculated by GSFC).
  - Graduate from an ineligible high school, complete a home study program in Georgia, or earn a GED and score in the national composite 75th percentile or higher on the SAT or ACT prior to high school graduation, home study completion, or earning a GED.
  - Graduate from an ineligible high school or complete a home study program in Georgia and then earn a minimum 3.0 cumulative postsecondary grade point average after attempting 30 semester or 45 quarter hours of college degree-level coursework for retroactive HOPE Scholarship payment.
  - Earn a minimum 3.0 cumulative postsecondary grade point average after attempting 30, 60, or 90 semester hours or 45, 90, or 135 quarter hours after high school graduation, home study completion, or receipt of GED.
2. Be enrolled as a degree-seeking student at a public or private [HOPE-eligible college or university](#) in Georgia.
3. Meet [academic rigor requirements](#). Beginning with students graduating from an eligible high school on or after May 1, 2017, students must complete at least four credits of academically rigorous courses, as identified on the [Academic Rigor Course List](#), in addition to meeting the GPA requirements. This does not include students who received a high school diploma through petition of his or her local school board, in accordance with O.C.G.A. §20-2-281.1, nor does it apply to students graduating from home study programs.

## Eligibility for the HOPE Grant

All HOPE programs require students to meet basic requirements. An eligible student must:

1. Meet HOPE's U.S. citizenship or eligible non-citizen requirements;
2. Be a legal resident of Georgia;
3. Meet enrollment requirements;
4. Be in compliance with Selective Service registration requirements;
5. Meet academic achievement standards;
6. Be in good standing on all student loans or other financial aid programs;
7. Be in compliance with the Georgia Drug-Free Postsecondary Education Act of 1990;
8. Not have exceeded the maximum award limits for any HOPE program;

### Program Eligibility

Full-time enrollment in a certificate or diploma program is not required and students are not required to graduate from high school with a specific GPA, however, they must have a postsecondary cumulative 2.0 GPA, at certain checkpoints, in order to maintain eligibility.

Note:

A student who received a high school diploma (High School Postsecondary Graduation Opportunity Plan) by earning a technical college diploma *or* two technical college certificates, in one career pathway identified by the Technical College System of Georgia (TCSG), may be eligible for the HOPE Grant, up to 30 degree hours. The student must be enrolled in an associate degree program at a TCSG institution in order to receive the HOPE Grant. After payment for 30 semester hours, the student is no longer eligible for HOPE Grant while enrolled in a degree level program. The student must then meet the HOPE Scholarship eligibility requirements at the 30 semester hour checkpoint.

## Zell Miller Scholarship Program

### Basic Eligibility

All HOPE programs require students to meet basic requirements. An eligible student must:

1. Meet HOPE's U.S. citizenship or eligible non-citizen requirements;
2. Be a legal resident of Georgia;
3. Meet enrollment requirements;
4. Be in compliance with Selective Service registration requirements;
5. Meet academic achievement standards;
6. Be in good standing on all student loans or other financial aid programs;
7. Be in compliance with the Georgia Drug-Free Postsecondary Education Act of 1990;
8. Not have exceeded the maximum award limits for any HOPE program

## Program Eligibility

1. To receive Zell Miller Scholarship funding, students must meet all HOPE Scholarship eligibility requirements and meet **one** of the following academic requirements:

- Graduate from an eligible high school or accredited high school program as the valedictorian or the salutatorian and meet all HOPE Scholarship eligibility requirements.
- Graduate from an eligible high school with a minimum 3.7 grade point average (as calculated by GSFC) combined with a minimum score of 1200 on the math and reading portions of the SAT test or a minimum composite score of 26 on the ACT test in a single national test administration and meet all HOPE Scholarship eligibility requirements.
- Receive a high school diploma through petition of the local school board, in accordance with O.C.G.A. §20-2-281.1, from a Zell Miller eligible high school with a minimum 3.70 grade point average (as calculated by GSFC), combined with a minimum score of 1200 on the math and reading portions of the SAT test or a minimum composite score of 26 on the ACT test in a single national test administration.
- Graduate from an ineligible high school or complete an unaccredited home study program and score in the national composite 93rd percentile or higher on the SAT or ACT prior to completion of high school or home study. .
- Graduate from an ineligible high school or complete an unaccredited home study program with a minimum composite score of 26 on the ACT or minimum composite score of 1200 on the reading and math sections of the SAT and then earn a minimum 3.3 cumulative postsecondary grade point average after attempting 30 semester or 45 quarter hours of college degree-level coursework. This option allows retroactive payment for the first 30 semester or 45 quarter hours after they are completed.
- Enroll in an eligible post-secondary institution as a freshman, meeting one of the academic qualifications listed above and earn a 3.3 cumulative postsecondary grade point average at the most recent Zell Miller Scholarship checkpoint.

2. Be enrolled as a degree-seeking student at a [Zell Miller eligible college or university](#) in Georgia.

3. Meet [academic rigor requirements](#). Beginning with students graduating from high school on or after May 1, 2017, students must complete at least four credits of academically rigorous courses, as identified on the [Academic Rigor Course List](#), in addition to meeting the GPA requirement. This does not include students who received a high school diploma through petition of his or her local school board, in accordance with O.C.G.A. §20-2-281.1, nor does it apply to students graduating from home study programs.

## Eligibility for the Zell Miller Grant

All HOPE programs require students to meet basic requirements. An eligible student must:

1. Meet HOPE's U.S. citizenship or eligible non-citizen requirements;
2. Be a legal resident of Georgia;
3. Meet enrollment requirements;
4. Be in compliance with Selective Service registration requirements;
5. Meet academic achievement standards;

6. Be in good standing on all student loans or other financial aid programs;
7. Be in compliance with the Georgia Drug-Free Postsecondary Education Act of 1990;
8. Not have exceeded the maximum award limits for any HOPE program.

### **Academic Eligibility**

Full-time enrollment is not required and students are not required to graduate from high school with a specific GPA, however, a minimum 3.5 cumulative postsecondary GPA, at the end of each term, is required in order to maintain eligibility. The first term of enrollment will be paid retroactively if the student has the required 3.5 cumulative postsecondary GPA at the end of the term.

## **HOPE and Zell Miller Application Procedures**

- Students have two options when applying for HOPE or Zell Miller Scholarships:
  1. Complete the [Free Application for Federal Student Aid \(FAFSA\)](#) or,
  2. Complete the [GSFAPPS](#) application. The FAFSA must be completed each year.
  3. Both applications may be found on [www.gafutures.org](http://www.gafutures.org)

The application deadline is the last day of the school term or a student's withdrawal date, whichever occurs first. It is recommended that you submit your HOPE scholarship application as early as possible; the earlier you apply, the earlier the funds are disbursed to your school and credited to your account.

Note: Additional college-specific application and deadline requirements may be required. Check with your postsecondary institution.

## Earning College Credit While Still in High School

The Dual Enrollment Program is for students enrolled at an accredited public or private high school in the state of Georgia and is operated in all school terms except the summer prior to 9<sup>th</sup> grade and after 12<sup>th</sup> grade. The program allows students to enroll in college courses at approved public and private colleges and technical colleges while receiving dual high school and college credit for courses successfully completed. For more information about Dual Enrollment, please see your counselor.

AP classes are taught at a higher level and faster pace than typical high school classes. They are as challenging as many freshman-level college classes. At the end of an AP class, students will take the AP exam, which is administered across the country in May. By taking the exam, you have a chance to earn college credit for the course. The AP Exams are scored on a scale from 1 to 5, with a score of 5 being the highest. Each college determines whether or not they will accept AP credit and, if so, what score you need. For example, Typical University (yes, a fictitious university invented for the sake of this example) will give you credit for their freshman English class if you earn a 3 or higher on the AP English Language Exam. Difficult University might also give you credit, but only if you earn a 4 or higher. When you earn college credit for a course, it means you will not be required to take that course in college. It will be as if you've already taken it!

# University System of Georgia Admissions Requirements

## Minimum Freshman Admission Requirements

To succeed in college, students must have strong academic preparation in high school. The Board of Regents, which governs the University System of Georgia's 34 institutions, believes that success in selecting high school courses contributes immeasurably to a student's success in college. Please consult with your counselor for the latest information concerning minimum freshman admission requirements and to review high school course selection to ensure that requirements are satisfied.

## Required High School Curriculum (RHSC)

- The 17 courses required for admission to any University System of Georgia college or university match Banks County High School's required core courses for a college preparatory diploma that includes: 4 English; 4 mathematics; 4 science; 3 social studies; and 2 of the same foreign language/American Sign Language/Computer Science.
- Research, Regional and State Universities require a minimum of 2-4 additional units for admission. The additional units may be earned in any combination from the areas of: Humanities and Literature, Science, Mathematics, Foreign Language and Social Sciences. Please consult with your counselor for specifics.

## Freshman Index Value

The Freshman Index Value is a measurement which is based upon the student's SAT or ACT score and the high school core grade point average (calculated on the 17 core RHSC units mentioned above) is a tool to determine college admission readiness. Each college sets their own minimum requirements for admissions. These may be researched online at [www.gacollege411.org](http://www.gacollege411.org).

If you took the SAT ...

Freshman Index  $= (500 \times \text{High School GPA}) + 1.06 (\text{EBRW} + \text{Math}) - 74$

If you took the ACT ...

Freshman Index  $= (500 \times \text{High School GPA}) + (\text{ACT Composite} \times 42) + 88$

These are minimum requirements and are not a guarantee of admission to a college or university. Students are strongly encouraged to take additional academic courses in high school to improve their chances for admission into the college of their choice. Admission to a University System of Georgia college or university requires graduation from an accredited high school.



## Transcript Requests

Students applying to colleges or for scholarships will need to request that a transcript be sent to the institution or agency. The following process should be followed when requesting a transcript.

1. Student must complete a transcript request form four (4) days in advance of deadline.
2. Include name of institution, address and contact person/department.
3. Student must request a final transcript to be sent to the college of choice at the end of the senior year confirming graduation. BCHS will include all available SAT I, SAT II, and ACT scores on transcripts; however, the transcript copy of the scores is not considered to be official by many colleges. Some institutions require that students have the scores sent from SAT and ACT testing program directly to the colleges.
4. Currently enrolled students will receive three (3) official transcripts at no charge, including the final transcript; a charge of \$3.00 per transcript will be charged thereafter. All graduated students will be charged \$3.00 per transcript.

## Visits to Colleges

Seniors may have three days for college visits during the school year. Juniors may have two days for college visits during the school year. Sophomores may have one day for a college visit. To request permission for an excused absence for a college visitation, students are required to complete a College Attendance form **prior** to the scheduled visit. The College Attendance form can be picked up in the Front Office and must be completed by the student, signed by teachers and parent/guardian. Completed forms must be turned into the administration office at least three days before the scheduled visitation. Upon returning from the visit, it is the responsibility of the student to provide documentation from the college confirming the visit before the absence will be considered excused as instructional time.

# Academic Course Descriptions

(HR) – designates a HOPE Rigor Course

## English/Language Arts

**23.051 American Literature/Composition** - 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. The Georgia Milestones Assessment will be given at the course end and count as 20% of the student's final grade.

**23.052 English Literature/Composition** - 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.

**23.061 Ninth Grade Literature/Composition** - 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. The Georgia Milestones Assessment will be given at the course end and count as 20% of the student's final grade.

**23.062 Tenth Grade Literature/Composition** - 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.

**24.053 Advanced Placement English Language and Composition (HR)** - AP English Language and Composition is recognized as a college level course taught in the high school classroom. The purpose of this course is to help students "write effectively and confidently in their college courses across the curriculum and in their professional and personal lives." (The College Board, AP ® English Course

Description, May 2008, p. 6) The course is organized according to the requirements and guidelines of the current AP English Course Description, and, therefore, students are expected to read critically, think analytically, and communicate clearly both in writing and speech. Course readings focus on nonfiction writings with an emphasis on stylistic components. In addition to the block AP class, students are required to enroll in a half-credit section of Advanced Composition second semester in order to continue to hone students' skills before the AP exam in May. Upon completion of the yearlong course, students will take the AP English Language and Composition Exam. Depending upon the score earned on the exam, a student may earn one college English credit. The Georgia Milestones Assessment (American Lit) will be given at the course end and count as 20% of the student's final grade. **Completion of summer assignments is required.**

**23.065 Advanced Placement English Literature and Composition (HR)** - Advanced Placement is a program of college-level courses for high schools. Advanced Placement English Literature and Composition offers valuable preparation for students planning to attend college by requiring more composition and outside reading and by setting higher standards for achievement. In addition to the block AP class, students are required to enroll in a half-credit section of Advanced Composition second semester in order to continue to hone students' skills before the AP exam in May. Depending on a student's score on the exam and depending on the admissions policies of your student's college, he or she may earn college credit for this high school work. **Completion of summer assignments is required.**

**23.03200 Journalism** - This course offers opportunities for students to explore different writing genres: narrative, descriptive, persuasive, and expository modes of discourse. The students will study different writers and their writing styles. The students will have opportunities to improve writing proficiency through a complete study of the components of solid writing: fluency, style, diction, mechanics, grammar, imaginative expressions, and details. The course allows students to utilize the writing process to write independently to improve their writing.

**23.05400 Technical College Readiness English** (*Prerequisite: 9th grade lit and Am Lit (can be concurrently enrolled in Am Lit); scored less than 224 on reading comp portion of Accuplacer*) - The course will emphasize reading comprehension, identifying main ideas, making inferences, and distinguishing between direct statements and supporting ideas. The course will also emphasize sentence structure skills. This course will provide an opportunity for students to review reading and writing skills needed for success in Technical College. It is designed to meet the needs of students who have passed Ninth Grade Literature and Composition, have passed American Literature and Composition or are concurrently enrolled in American Literature and Composition while taking this course. Note: Eligible students must score lower than 224 on the reading comprehension portion of the Accuplacer Placement Assessment prior to enrolling in this course. The Accuplacer Placement Assessment will serve as the course post-test.



**23.09100 English ESOL 1** - Integrates writing, grammar and usage, literature, speaking, listening, and critical thinking skills. Presents the writing process: planning, drafting, revising, editing, and proofing. Includes 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. The Georgia Milestones Assessment will be given at the course end and count as 20% of the student's final grade. This course will incorporate both the WIDA English Language Proficiency Standards and the Georgia Standards for Excellence for English Language Arts (ELA). Teacher recommendation is required.

**23.09200 English ESOL 2** - 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 library 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. This course will incorporate both the WIDA English Language Proficiency Standards and the Georgia Standards for Excellence for English Language Arts (ELA). Teacher recommendation is required.

**23.09400 English ESOL IV** - 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. This course will incorporate both the WIDA English Language Proficiency Standards and the Georgia Standards for Excellence for English Language Arts (ELA). Teacher recommendation is required.

*Honors level sections of English/Language Arts classes are offered at most grade levels. Honors classes will provide students with the opportunity to explore concepts at a greater depth and speed than in the typical classes. Teacher recommendation is suggested. Class size is limited. Summer assignments are required.*

## Mathematics

**27.04810 Foundations of Algebra** (*Prerequisite: Teacher recommendation*) - A first year high school mathematics course option for students who have completed mathematics in grades 6-8 yet will need substantial support to bolster success in high school mathematics. The course is aimed at students who have reported low standardized test performance in prior grades and/or have demonstrated significant difficulties in previous mathematics classes. There are specific eligibility requirements for this course and students must be recommended by the 8<sup>th</sup> grade teachers.

**27.09900 Algebra I** - This is the first course in a sequence of three required high school courses designed to ensure career and college readiness. The course represents a discrete study of algebra with correlated statistics applications. The Georgia Milestones Assessment will be given at the course end and count as 20% of the student's final grade.

**27.09910 Geometry** - This is the second course in a sequence of three required high school courses designed to ensure career and college readiness. The course represents a discrete study of geometry with correlated statistics applications. The Georgia Milestones Assessment will be given at the course end and count as 20% of the student's final grade.

**27.09920 Algebra II (HR)** - This is the third course in a sequence of three high school courses designed to ensure career and college readiness. It is designed to prepare students for fourth course options relevant to their career pursuits.

**27.09000 Technical College Readiness Mathematics** (*Prerequisite: Algebra I, Geometry, teacher recommendation*) - This course examines numeracy, algebra, and geometry in a variety of contexts, including number sense, linear and non-linear relationships, functions and their graphs, and measurement and geometry. The course will provide an opportunity for students to review mathematics skills needed for success in Technical College and will extend students' understanding of mathematical concepts and skills by emphasizing topics from Foundations of Algebra, Coordinate Algebra/Algebra I, Analytic Geometry/Geometry, and Advanced Algebra/Algebra II. This course is designed to support students in meeting admission requirements for Technical College diploma programs, including a 229 minimum score on the Arithmetic ACCUPLACER Placement Test. It will also meet graduation math requirements for military admissions. The University System of Georgia institutions will not accept this course as a substitute for Advanced Algebra/Algebra II. USG Research Institutions will NOT accept this course as a fourth math. It is highly probable that NCAA requirements will not recognize this course.

**27.09740 Pre-Calculus (HR)** - This is a fourth mathematics course option designed to prepare students for calculus and other college level mathematics courses. High school course content standards are listed by conceptual categories including Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability.

**27.07800 Calculus (HR)** - Calculus is a fourth mathematics course option for students who have completed Pre-Calculus or Accelerated Pre-Calculus. It includes problem solving, reasoning and estimation, functions, derivatives, application of the derivative, integrals, and application of the integral.

**27.087 Mathematics of Finance** - This is a fourth course option that concentrates on the mathematics necessary to understand and make informed decisions related to personal finance. The mathematics in the course is based on many topics in prior courses; however, the specific applications will extend the student's understanding of when and how to use these topics.

**27.08800 Statistical Reasoning (HR)**- This is a fourth mathematics course option for students who have completed Algebra II, Advanced Algebra, Accelerated Geometry B/Algebra II, or Accelerated Analytic Geometry B/ Advanced Algebra. The course provides experiences in statistics beyond the CCGPS sequence of courses, offering students opportunities to strengthen their understanding of the statistical method of inquiry and statistical simulations. Students will formulate statistical questions to be answered using data, will design and implement a plan to collect the appropriate data, will select appropriate graphical and numerical methods for data analysis, and will interpret their results to make connections with the initial question.

**27.08900 College Readiness Math (HR)** - This is a fourth course option for students who have completed Algebra I or Coordinate Algebra, Geometry or Analytic Geometry, and Algebra II or Advanced Algebra, but are still struggling with high school mathematics standards essential for success in first year post-secondary mathematics courses required for non-STEM majors. The course is designed to serve as a bridge for high school students who will enroll in non-STEM post-secondary study and will serve to meet the high school fourth course graduation requirement. The course has been approved by the University System of Georgia as a fourth mathematics course beyond Algebra II or Advanced Algebra for non-STEM majors, so the course will meet the needs of college bound seniors who will not pursue STEM fields. It focuses on key content and practice standards to ensure that students will be ready for post-secondary academic courses and career preparation in non-STEM fields. The course will revisit and expand the understanding of content standards introduced in earlier mathematics courses and will emphasize numeracy, algebra and functions, geometry, and statistics in a variety of contexts.

**27.09970 Algebra I Support**

**27.09980 Geometry Support**

**27.09990 Algebra II Support**

The purpose of the Math Support class is to address the needs of students who have traditionally struggled in mathematics by providing the additional time and attention needed in order to successfully complete their regular grade-level math course. Math Support is an elective class that is taught concurrently with a student's regular math class.

***Honors level classes are offered in math. Honors classes will provide students with the opportunity to explore concepts at a greater depth and speed than in the typical classes. Teacher recommendation is suggested. Class size is limited.***

## Science

**26.012 Biology** (*Prerequisite: Environmental Science or teacher recommendation*) - The Biology curriculum is designed to continue student investigations of the life sciences that began in grades K-8 and provide students the necessary skills to be proficient in biology. This curriculum includes more abstract concepts such as the interdependence of organisms, the relationship of matter, energy, and the organization in living systems, the behavior of organisms, and biological evolution. Students investigate biological concepts through experiences in laboratories and fieldwork using the process of inquiry. The Georgia Milestones Assessment will be given at the course end and counts as 20% of the student's final grade.

**26.073 Human Anatomy/Physiology (HR)** (*Prerequisite: Biology or Honors Biology, Physical Science or Honors Physical Science*) - The human anatomy/physiology curriculum is designed to continue student investigations that began in grades K-8 and high school Biology. This curriculum is extensively performance and laboratory based. It integrates the study of the structures and functions of the human body, however rather than focusing on distinct anatomical and physiological systems (respiratory, nervous, etc.) instruction focuses on the essential requirements for life. Areas of study include organization of the body; protection, support, and movement; providing internal coordination and regulation; processing and transporting; and reproduction, growth, and development. Chemistry is integrated throughout the course. Case studies concerning diseases, disorders and ailments (i.e. real-life applications) are emphasized.

**26.0611 Environmental Science** - The Environmental Science curriculum is designed to extend student investigations that began in grades K-8. These standards integrate the study of many components of our environment, including the human impact on our planet. Students investigate the flow of energy and cycling of matter within ecosystems, and evaluate types, availability, allocation, and sustainability of energy resources. Instruction should focus on student data collection and analysis from field and laboratory experiences. Chemistry, physics, mathematical, and technological concepts are integrated throughout the course. Careers related to environmental science are emphasized. (May be taken as an alternate to Chemistry.)

**40.011 Physical Science** (*Prerequisite: Biology or Honors Biology*) - The Physical Science curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and



provide students the necessary skills to have a richer knowledge base in physical science. This course is designed as a survey course of chemistry and physics. The physical science standards include abstract concepts such as the conceptualization of the structure of atoms and the role they play in determining the properties of materials, motion and forces, the conservation of energy and matter, wave behavior, electricity, and the relationship between electricity and magnetism. The idea of radioactive decay is limited to the understanding of whole half-lives and how a constant proportional rate of decay is consistent with declining measures that only gradually approach to zero. The Georgia Milestones Assessment will be given at the course end and counts as 20% of the student's final grade.

**40.051 Chemistry (HR)** (*Prerequisites: Biology or Honors Biology, Physical Science or Honors Physical Science*) - The Chemistry curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to be proficient in chemistry. These standards include more abstract concepts such as the structure of atoms, structure and properties of matter, the conservation and interaction of energy and matter, and the use of Kinetic Molecular Theory to model atomic and molecular motion in chemical and physical processes. Students investigate chemistry concepts through experiences in laboratories and fieldwork using the process of inquiry.

**40.081 Physics (HR)** (*Prerequisites: Biology or Honors Biology, Physical Science or Honors Physical Science, and Chemistry or Honors Chemistry*) - The Physics Georgia Standards of Excellence are designed to continue the student investigations of the physical sciences that began in grades K-8, and provide students the necessary skills to be proficient in physics. These standards include more abstract concepts such as nuclear decay processes, interactions of matter and energy, velocity, acceleration, force, energy, momentum, properties and interactions of matter, electromagnetic and mechanical waves, and electricity, magnetism and their interactions. Students investigate physics concepts through experiences in laboratories and field work using the science and engineering practices of asking questions and defining problems, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations and designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information.

**26.071 Zoology** (*Prerequisites: Physical Science, Biology, and Chemistry or Environmental Science*) - Zoology is the study of all things dealing with animals, including animal anatomy, physiology, development, histology, ecology, and behavior, and evolution, recognition of key features of animal's evolution. Students will also learn the anatomical and physiological characteristics of animals, and how these connect with each other and their ecosystems. Students will also investigate how worldwide activities of humans contributed to animal diversity both positively and negatively toward medicine, ecosystem and food supplies.

**40.064 Earth Systems** (*Prerequisites: Physical Science, Biology, and Chemistry or Environmental Science*) - Topics: Connections among Earth's systems; the atmosphere, hydrosphere, geosphere, and



biosphere and their interactions to produce Earth's history, plate tectonics, landform evolution, Earth's geologic record weather and climate.

***Honors level sections of science classes are offered.** Honors classes will provide students with the opportunity to explore concepts at a greater depth and speed than in the typical classes. Teacher recommendation is recommended. Prerequisites may be more rigorous. Class size is limited.*

## Social Sciences

**45.015 Psychology** - The scientific study of behavior and mental processes. It is a unique science that often necessitates the use of special measurements and research methods. The course has four sections: psychological foundations and research, biological foundations, change in behavior and cognition, and variability of behavior among individual and groups. **This is a one-semester course.**

**45.031 Sociology** - This course is an introductory study in sociology, the study of social behavior and the organization of human society. Students will learn about the historical development of the field of sociology and the procedures for conducting research in sociology. Students will also learn the importance and role of culture, social structure, socialization, and social change in today's society. **This is a one-semester course.**

**45.061 Economics/Business/Free Enterprise** - Studies how individuals, businesses, and governments make decisions about the allocation of scarce resources. The course has five sections: fundamental concepts, microeconomics, macroeconomics, international economics, and personal finance. In each area, students are introduced to major concepts and themes concerning that aspect of economics. **This is a one-semester course.** The Georgia Milestones Assessment will be given at the course end and counts as 20% of the student's final grade.

**45.057 American Government** - Provides students with a background in the philosophy, functions, and structure of the United States government. Students examine the philosophical foundations of the United States government and how that philosophy developed. Students examine the structure and function of the United States government and its relationship to states and citizens. **This is a one-semester course.**

**4509200 Honors World Area Studies** - (Teacher Recommendation Required) - Examines a region of the world, focusing on an investigation of the geographic, historic, cultural, economic and political development of the region. Might involve such topics as population, urbanization, environment and food supply. **This is a one-semester course.**

**45.081 United States History** - Provides students with a survey of major events and themes in United States history. The course begins with English settlement and concludes with significant developments in the early 21st Century. The Georgia Milestones Assessment will be given at the course end and counts as 20% of the student's final grade.

**45.082 Advanced Placement U.S. History (HR)** - AP United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning to assess causes and consequences of political events, and interpret data to develop evidence-based argument. Students enrolled in this course are expected to take the Advanced Placement United States History exam. Students who do well on the AP U.S. History Exam may be eligible for college credit. The Georgia Milestones Assessment will be given at the course end and counts as 20% of the student's final grade. (Replaces US History course)

**45.083 World History** - Provides students with a comprehensive, intensive study of major events and themes in world history. Students begin with a study of the earliest civilizations worldwide and continue to examine major developments and themes in all regions of the world. The course culminates in a study of change and continuity and globalization at the beginning of the 21st century.

**45.0811 Advanced Placement World History (HR)** - The AP World History course focuses on developing students' understanding of the world history from approximately 8000 BCE to the present. This college-level course has students investigate the content of world history for significant events, individuals, developments, and processes in six historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides five themes (interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; development and transformation of social structures) that students explore throughout the course in order to make connections among historical developments in different times and places encompassing the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania. Students enrolled in this course are expected to take the Advanced Placement World History exam. Students who do well on the AP World History Exam may be eligible for college credit. (Replaces World History course)

*Honors level classes are offered in Civics and World Area Studies. Honors classes will provide students with the opportunity to explore concepts at a greater depth and speed than in the typical classes. Teacher recommendation is suggested. Class size is limited.*

## Modern Languages

**60.071 Spanish I** - Introduces the Spanish language, emphasizes all skills, listening, speaking, reading, and writing skills in an integrated way at the novice to novice-mid level. 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.

**60.072 Spanish II (HR)** (*Prerequisite: Spanish I*) - Enhances Level One skills in Spanish and provides opportunities to develop listening, speaking, reading, and writing skills in an integrated way at the novice-mid to novice-high level. 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.

**60.073 Spanish III (HR)** (*Prerequisites: Spanish I and II*) - Enhances Level Two skills in Spanish and provides further opportunities to increase listening, speaking, reading, and writing skills in an integrated way at the novice-high to intermediate-low level. Provides continued practice in previous topics and introduces new topics; offers further opportunities to increase understanding of Spanish-speaking cultures. Course counts as an academic elective.

**60.077 AP Spanish Language and Culture (HR)** (*Prerequisites: Spanish I, II, III*) - The high school AP Spanish Language course is rigorous, fast paced, will be conducted entirely in Spanish, like a college level class. Students are expected to use exclusively the Spanish language both with their teacher and peers. The curriculum of this intense, college-level class is designed according to the College Board AP Spanish Language Course Requirements, and is intended to reinforce and sharpen students' language and critical thinking skills across three communicative modes: Interpersonal, Interactive, and Presentational. Students will gain greater competence not only in the Spanish language and literature, but also in social, environmental, and cultural issues, with the goal of being successful on the College Board AP Spanish Language and Culture Examination in May.

*Honors level sections of Spanish classes are offered. Honors classes will provide students with the opportunity to explore concepts at a greater depth and speed than in the typical classes. Teacher recommendation is suggested. Class size is limited. Summer assignments are required.*

## Support Services

### Study Skills

**35.03000 Transition to High School I** - High School Transitions is a semester-long course designed for freshmen. This course provides for individual instruction to meet social, behavioral, and transitioning needs. This class will focus on the social and behavioral skills our students need to be successful in high school and beyond. They will learn strategies needed to be more productive and successful in high school and as they transition into a job or college. The goal is to provide examples on how to be ready for what lies ahead after high school and this preparation begins now in their high school career.

### ESOL

**55.021 Communication Skills I** - This course will focus on the acquisition of social and instructional language across the four language domains as prescribed in WIDA Standard 1. The suggested Composite Proficiency Level of the students is CPL 1-2.

**55.022 Communication Skills II** - This course is an expansion of Communication Skills I with the inclusion of some content language, particularly the discipline of English language arts. The five WIDA standards serve as its basis with emphasis upon proficiency in Standard 2 regarding the communication of information, ideas and concepts necessary for academic success in the content area of language arts. The suggested Composite Proficiency Level of the student is CPL 1-2.

**55.023 Reading and Listening in the Content Areas** - This course supports and enhances literacy and listening skills necessary for success in the content areas. Guiding the course are the five basic WIDA Standards with particular emphasis on reading and listening skills in language arts, science, social studies and mathematics. The suggested Composite Proficiency Level is CPL 1-2.

**55.024 Oral Communications in the Content Areas** - This course supports and enhances listening and speaking skills in the content areas and references the five basic WIDA standards with emphasis on the listening and speaking skills in the content areas. The suggested Composite Proficiency Level is CPL 2-3.

**55.025 Writing in the Content Areas** - This course focuses on writing across the standards of English language arts, science, mathematics, and social studies. The domains of reading, listening and speaking are integral to the writing process, both actively and critically. The content addresses all five WIDA Standards. The suggested Composite Proficiency level is CPL 2-3.

## **Reading and Writing**

**2308300 Reading and Writing I**

**2308400 Reading and Writing II**

**2308500 Reading and Writing III**

**2308600 Reading and Writing IV**

Reading and Writing courses are designed to give the struggling high school student the opportunity to increase his or her skills in reading, writing, and spelling. The student is introduced to effective, explicit, sequential, linguistically logical and systematic instruction for improving their knowledge of academic language and the structure and function of the English language. Students can expect to increase their reading comprehension and fluency to allow them achievement in academic high school classes.

**Teacher recommendation required.**

## **Special Education**

The Special Education department at BCHS provides supportive services to a student who meets eligibility criteria under the state of Georgia guidelines. These services may be provided on a consult or direct service basis, depending on the severity of the disability. Educational support services may be in academics, social skills development, study skills, self-help skills, and vocational skills.

## Career, Technical and Agricultural Education (CTAE)

Career and Technical Student Organizations (CTSO) are a vital part of Career, Technical and Agricultural Education (CTAE). CTSOs play an integral role in preparing students to become college and career ready members of society who hold productive leadership roles in their communities. CTSOs are committed to the growth of students in all CTAE career pathways.



Georgia's Career Clusters allow students to choose an area of interest in high school from many different clusters. Students take classes tailored to their cluster, which helps them navigate their way to greater success – no matter what they choose to do after high school graduation. Each cluster will include multiple career pathways. The aim of the program is to show students the relevance of what they are learning in the classroom, whether they want to attend a two-year college, a four-year university or go straight into the world of work. Students will begin to learn about potential careers in elementary and middle school so that they are ready to choose a pathway once they reach high school. Georgia's initiative is based on the National Career Cluster Model.

## Career Pathways

Students are encouraged to select courses in a focused area of interest. Completion of a pathway in a CTAE program concentration area leads to college readiness and a career readiness certificate endorsed by related industries. Listed below are the current career pathways available for each program concentration area. Although courses outside of a pathway may also be taken during a student's high school experience, it is recommended that students take the identified three classes in the pathway of interest. Upon completion of all three courses in a pathway, the student is required to take an End of Pathway Assessment.

## ***Agriculture, Food and Natural Resources***

The Agriculture, Food and Natural Resources Career Cluster includes the production, processing, marketing, financing, distribution, and development of agricultural commodities and resources. These commodities include food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.

### **Pathway: Agriculture Mechanics Systems**

- Basic Agricultural Science
- Agricultural Mechanics I
- Agricultural Mechanics II

### **Pathway: Forest Mechanical Systems**

- Basic Agriculture Science
- Agricultural Mechanics I
- Forest Science I

### **Pathway: Forestry Management Services**

- Basic Agriculture Science
- Forest Science I
- Forest Science II

### **Pathway: Horticulture and Forest Science**

- Basic Agriculture Science
- Forest Science I
- General Horticulture and Plant Science

### **Pathway: Horticulture/Mechanical Systems**

- Basic Agriculture Science
- General Horticulture and Plant Science
- Agricultural Mechanics I

### **Pathway: Animal/Mechanical Systems**

- Basic Agricultural Science
- Agricultural Mechanics I
- Agricultural Animal Production and Management

## **Agricultural Mechanics and Metal Fabrication**

- Basic Agricultural Science
- Agricultural Mechanics I
- Agricultural Metals Fabrication

**01.421 Agricultural Mechanics Technology I** (*Prerequisite: Basic Agricultural Science*) - Introduces selected major areas of agricultural mechanics technology including small engine operation and repair, metal fabrication, woodworking, and electrical wiring. Learning activities include basic understanding, skill development and problem-solving. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.

**01.422 Agricultural Mechanics Technology II** (*Prerequisite: Ag Mechanics Technology I*) - Offers intermediate-level experiences in selected major areas of agricultural mechanics technology including small engine maintenance and repair, metal fabrication, woodworking, electrical wiring. Learning activities include basic understanding, skill development and problem solving. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities

**01.423 Agricultural Mechanics Technology III** (*Prerequisite: Ag Mechanics Technology II*) - Provides advanced-level experiences in selected major areas of agricultural mechanics technology; includes small engine maintenance and repair, metal fabrication, concrete construction, building construction, plumbing, electrical wiring, maintenance of agricultural machinery, equipment and tractors, and soil and water conservation. Learning activities include basic understanding, skill development and problem-solving. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.

**01.424 Agriculture Metal Fabrication** (*Prerequisite: Ag Mechanics I and II*) - This course is designed to provide students with a more in-depth study of metals and fabrication with metal products. This course also provides students interested in agricultural mechanics the opportunity to explore the many career possibilities in the field of agricultural metal fabrication. Additionally, hands-on-laboratory activities enhance the classroom learning experience and provide students with the skills needed to participate in Supervised Agricultural Experience Programs and FFA Career Development Events.

**01.427 Agriculture Construction** (*Prerequisite: Ag Mechanics I, II, and III A Sections and at least one Ag Mechanics B Section*) - This course is designed to provide students with a more in-depth study of agricultural construction. This course also provides students interested in agricultural mechanics the opportunity to explore the many career possibilities in the field of agricultural construction. Additionally, hands-on-laboratory activities enhance the classroom learning experience and provide



students with the skills needed to participate in Supervised Agricultural Experience Programs and FFA Career Development Events.

**01.432 Agricultural Animal Production and Management** (*Prerequisite: Basic Agricultural Science*) - Provides instruction in establishing and managing agricultural animal enterprises; includes instruction in selecting, breeding, feeding, caring for and marketing beef and dairy cattle, horses, swine, sheep, poultry, and specialty animals. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities

**01.461 General Horticulture and Plant Science** (*Prerequisite: Basic Agricultural Science*) - Provides methods to produce, process, and market plants, shrubs, and trees used principally for ornamental, recreational, and aesthetic purposes and to establish, maintain, and manage horticultural enterprises. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities. **Course counts toward satisfying the fourth science requirement and a CTAE pathway completion requirement and has been approved by the Board of Regents as a fourth science.**

**01.41200 Agribusiness Management and Leadership** - The Agribusiness Management and Leadership course provides a foundation for students interested in pursuing a degree in agribusiness through post-secondary study or to enter the Agribusiness industry upon graduation from high school. The student will demonstrate competence in the application of principles and practices of agribusiness management and leadership. The course will help students build a strong knowledge base of the agribusiness industry as they study agribusiness types, business management, financial analysis, communications, agricultural law, leadership and teamwork, ethics, and agricultural economics. Mastery of these standards through project-based learning and leadership development activities in the FFA and supervised agricultural experience program will help prepare students for post-secondary study or entry into agribusiness.

**02.471 Basic Agricultural Science** - This course is designed as the foundational course for all Agriculture, Food and Natural Resources pathways. The course introduces the major areas of scientific agricultural production and research. It presents problem solving lessons and introductory skills and knowledge in agricultural science and agriculture related technologies. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities. (*Recommended entry level course for Freshmen*)

**03.451 Forest Science** (*Prerequisite: Basic Agricultural Science*) - Provides entry-level skills for employment in the forest industry and for further study. The covers establishing forests by natural and artificial means, maintaining and surveying forests, identifying and protecting trees, practicing silviculture, measuring trees and land, mapping, preparing for timber sales and harvest, employing multiple-use resource management, keeping records, and figuring taxes. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and

activities. **Course counts toward satisfying the fourth science requirement and a CTAE pathway completion requirement and has been approved by the Board of Regents as a fourth science.**

**03.452 Forest Science II** (*Prerequisites: Basic Agriculture Science and Forest Science I*) - This laboratory course provides students with entry-level skills for employment in the forest industry. This includes instruction in establishment of the forest by natural and artificial means, forest maintenance and surveillance, tree identification, protection, silviculture, tree and land measurement, mapping, preparation for timber sales and harvest, multiple use resource management, record keeping, and taxation.

## **Business, Management and Administration**

The Business Management and Administration Career Cluster prepares students with computer skills for future college and career plans. Cluster skills mastered include planning, organizing, directing, and evaluating as well as owning and operating a successful business.

### **Pathway: Business and Technology**

- Introduction to Business and Technology
- Business and Technology
- Business Communications

**07.44130 Introduction to Business and Technology** - Introduction to Business and Technology is the foundational course for Administrative Support, Small Business Development, and Human Resources Management pathways. The course is designed for high school students as a gateway to the career pathways above and provides an overview of business and technology skills required for today's business environment. Knowledge of business principles, the impact of financial decisions, and technology proficiencies demanded by business combine to establish the elements of this course. Emphasis is placed on developing proficient fundamental computer skills required for all career pathways. Students will learn essentials for working in a business environment, managing a business, and owning a business. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Students will not only understand the concepts, but also apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the employability skills standards and content standards for this course.

Various forms of technologies will be highlighted to expose students to the emerging technologies impacting the business world. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are taught in this course as a foundational knowledge to prepare students to be college and career ready. Introduction to Business and Technology is a course that is appropriate for all high school students. After mastery of the standards in this course, students should be prepared to earn an industry-recognized credential: Microsoft Office Specialist for Word Core Certification.

**07.44100 Business and Technology** (*Prerequisite: Introduction to Business and Technology*) - How is technology used to solve business problems and communicate solutions? Business and Technology is designed to prepare students with the knowledge and skills to be an asset to the collaborative, global, and innovative business world of today and tomorrow. Mastery use of spreadsheets and the ability to apply leadership skills to make informed business decisions will be a highlight of this course for students. Publishing industry appropriate documents to model effective communication and leadership will be demonstrated through project-based learning.

Students will use spreadsheet and database software to manage data while analyzing, organizing and sharing data through visually appealing presentation. Various forms of technologies will be used to expose students to resources, software, and applications of business practices. Professional communication skills and practices, problem solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry.

Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of the employability skills standard for this course. Business and Technology is the second course in the Business and Technology pathway in the Business Management and Administration cluster.

**07.44100 Business Communications** (*Prerequisite: Business and Technology*) - What message are you sending when you speak, write, and listen? As one of the most important skills for employers, students will explore the value of communication in their personal and professional life. The digital presence and impact of written and visual communication in a technological society will be addressed. Students will create, edit, and publish professional-appearing business documents with clear and concise communication. Creative design, persuasive personal and professional communications will be applied through research, evaluation, validation, written, and oral communication. Leadership development and teamwork skills will be stressed as students work independently and collaboratively. Presentation skills will be developed and modeled for students to master presentation software in this course.

Various forms of technologies will be used to expose students to resources, software, and applications of communications. Professional communication skills and practices, problem solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to

be college and career ready. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry.

Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of the employability skills standard for this course.

Business Communications is the third course in the Business and Technology pathway in the Business Management and Administration cluster. Students enrolled in this course should have successfully completed Introduction to Business and Technology and Business and Technology. **After mastery of the standards in this course, students should be prepared to take the end of pathway assessment in this career area.**

## Information Technology

### Pathway: Web and Digital Design

- Introduction to Digital Technology
- Digital Design
- Web Design

**11.41500 Introduction to Digital Technology** - Introduction to Digital Technology is the foundational course for Web and Digital Communications. This course is designed for high school students to understand, communicate, and adapt to a digital world as it impacts their personal life, society, and the business world. Exposure to foundational knowledge in hardware, software, programming, web design, IT support, and networks are all taught in a computer lab with hands-on activities and project focused tasks. Students will not only understand the concepts, but also apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry.

Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the employability skills standards and content standards for this course.

Various forms of technologies will be highlighted to expose students to the emerging technologies impacting the digital world. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are taught in this course as a foundational knowledge to prepare students to be college and career ready. The knowledge and skills taught in this course build upon each other to form a comprehensive introduction to digital world.

**11.45100 Digital Design** (*Prerequisite: Introduction to Digital Technology*) - Using web design as the platform for product design and presentation, students will create and learn digital media applications using elements of text, graphics, animation, sound, video and digital imaging for various format. The

digital media and interactive media projects developed and published to showcase the student skills and ability. Emphasis will be placed on effective use of tools for interactive multimedia production including storyboarding, visual development, project management, digital citizenship, and web processes. Students will create and design web sites that incorporate digital media elements to enhance content of web site.

Various forms of technologies will be used to expose students to resources, software, and applications of media. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of the employability skills standard for this course.

**11.45200 Web Design** (*Prerequisite: Digital Design*) - Can you think of any company that does not have a web presence? Taking this course will equip students with the ability to plan, design, and create a web site. Students will move past learning how to write code and progress to designing a professional looking web site using graphical authoring tools that contains multimedia elements. Working individually and in teams, students will learn to work with web page layout and graphical elements to create a professional looking web site.

Various forms of technologies will be used to expose students to resources, software, and applications of web design. Professional communication skills and practices, problem solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of the employability skills standard for this course.

Web Design is the third course in the Web and Digital Design pathway in the Information Technology cluster. Students enrolled in this course should have successfully completed Introduction to Digital Technology and Digital Design. **After mastery of the standards in this course, students should be prepared to take the end of pathway assessment in this career area.**

**11.47100 Computer Science Principles (HR)** (*Prerequisite: Introduction to Digital Technology*) - How can computing change the world? What is computer science? Engage your creativity, demonstrate and build your problem solving ability all while connecting the relevance of computer science to the society! Computer Science (CS) Principles is an intellectually rich and engaging course that is focused on building a solid understanding and foundation in computer science. This course emphasizes the content, practices, thinking and skills central to the discipline of computer science. Through both its content and pedagogy, this course aims to appeal to a broad audience. The focus of this course will fall into these computational thinking practices: connecting computing, developing computational artifacts,

abstracting, analyzing problems and artifacts, communicating, and collaborating. Various forms of technologies will be used to expose students to resources and application of computer science. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Computer Science Principles is the second course in the pathways Programming and Computer Science in the Information Technology Cluster.

**11.45100 Yearbook** (*Prerequisites: 11<sup>th</sup> or 12<sup>th</sup> grade student; Application/Teacher Approval*) -

Students apply communication skills to define and record the school year in a poignant and provoking photographic historical record that creates lasting memories of student life, sports, academics, clubs, our school community and most importantly, the people of our school.

This course is designed to teach the skills necessary to produce the school yearbook, which offers a complete record of an entire school year. The year begins by planning the coverage for the school year and designing a unifying theme for the book. Students will study magazine journalism including layout and design techniques, writing and editing copy, headlines and picture captions. This course provides the study of and practice in gathering and analyzing information, interviewing, note taking and photography. Students will learn strategies of planning, marketing (ad sales) and distribution of the yearbook. Students will learn proofing strategies and work independently with photographers. At times, deadlines require that staff members work after school, on weekends, and holidays. Students will learn good work habits and are responsible for all phases of yearbook publication. Upon completion of the course students will be able to: apply the basic principles of page design and layout, operate digital design software, write copy for captions and text, shoot, select, and crop photographs for layout, and execute a publication strategy.

## Education and Training

The Education and Training Career Cluster includes planning, managing, and providing education and training services as well as related learning support services.

### Pathway: Early Childhood Care and Education I

- Early Childhood Education I
- Early Childhood Education II
- Early Childhood Education III

**20.52810 Early Childhood Education I** - This course is the foundational course under the Early Childhood Care and Education pathway and prepares the student for employment in early childhood education and services. The course addresses the knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development of infants and children. 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; principles and theories of child development; the creation of a developmentally appropriate learning environment; collaborative relationships and guidance; lesson planning; appropriate response to cultural diversity and students with special needs; and career decisions.

**20.42400 Early Childhood Education II** (*Prerequisite: Early Childhood Education I*) - Early Childhood Education II is the second course in the Early Childhood Care and Education pathway and further prepares the student for employment in early childhood care and education services. The course provides a history of education, licensing and accreditation requirements, and foundations of basic observation practices and applications. Early childhood care, education, and development issues are also addressed and include health, safety, and nutrition education; certification in CPR/First Aid/Fire Safety; information about child abuse and neglect; symptoms and prevention of major childhood illnesses and diseases; and prevention and control of communicable illnesses. Mastery of standards through project based learning, laboratory application, 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 when continuing their education and training.

**20.42500 Early Childhood Education III** (*Prerequisites: Early Childhood Education I and II*) - ECE III is the third course in the Early Childhood Care and Education. The course provides in-depth study of early brain development and its implications for early learning, appropriate technology integration, and developmentally appropriate parenting and child guidance trends. Also addressed are collaborative



parent/teacher/child relationships and guidance, child directed play, the changing dynamics of family culture and diversity, the causes and effects of stress on young children, and infant nutrition. Mastery of standards through project based learning, laboratory application, 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 when continuing their education and training.

ECE III is the third course in the Early Childhood Care and Education pathway in the Education and Training cluster. Students enrolled in this course should have successfully completed ECE I and ECE II. **After mastery of the standards in this course, students should be prepared to take the end of pathway assessment in this career area.**

## **Government and Public Administration**

The Government and Public Administration Career Cluster includes the planning and performing of government management and administrative functions at local, state, and federal levels. Careers are available in national security, Foreign Service, revenue, and regulations.

### **Pathway: JROTC – ARMY**

- JROTC Army Leadership Education 1
- JROTC Army Leadership Education 2
- JROTC Army Leadership Education 3
- JROTC Army Leadership Education 4
- JROTC Army Leadership Education 5
- JROTC Army Leadership Education 6
- JROTC Army Leadership Education 7
- JROTC Army Leadership Education 8

**28.431 JROTC Army Leadership Education and Character Development I (LET I)** - This unit teaches you about leadership- how to BE a leader, what you need to KNOW when you are influencing others, and what to DO when you are leading. You will learn about character and values, leadership theories and principles, and human behavior. You will have the opportunity to take the leadership lessons learned in the classroom to the drill field. Most importantly, this unit will help you build your relationships in your community service projects and your daily participation in school, work, and community.



**28.432 JROTC Army Leadership Education and Character Development II (LET II)**

*(Prerequisite: Army Leadership Education and Character Development)* - This course is a continuation of JROTC LET I with an emphasis on financial success, government, creative writing, tutoring, mentoring and an academic focus for all students. The course emphasizes the importance of academic success, self-confidence and leadership. The program also stresses personal responsibility and a sense of accomplishment while instilling teamwork and discipline in each cadet. JROTC LET promotes graduation from high school and college as well as enhancing life skills. The curriculum is built on academic and vocational, core, elective, and advanced placement subjects. Students may participate in, and manage extra-curricular activities such as rifle team, drill team, color guard, saber team and raider team activities to develop leadership, personal fitness and problem-solving skills for students.

**28.433 JROTC Army Leadership Education and Character Development III (LET III)**

*(Prerequisite: Army Leadership Education and Character Development II)* - This course is a continuation of JROTC LET II with a further emphasis on financial success, government, creative writing, tutoring, mentoring and an academic focus for all students as well as the opportunity to participate as a cadet senior leader. The course emphasizes the importance of academic success, self-confidence and leadership. The program also stresses personal responsibility and a sense of accomplishment while instilling teamwork and discipline in each cadet. JROTC LET promotes graduation from high school and college as well as enhancing life skills. The curriculum is built on academic and vocational, core elective, and advanced placement subjects. Students may participate in, and manage extra-curricular activities such as rifle team, drill team, color guard, saber team and raider team activities to develop leadership, personal fitness and problem-solving skills for students.

**28.434 JROTC Army Leadership Education IV (LET IV) (Prerequisites: Army Leadership**

*Education and Character Development III)* - This course is a continuation of JROTC LET III with an even further emphasis on financial success, government, creative writing, tutoring, mentoring and an academic focus for all students as well as the opportunity to participate as a cadet senior leader. The course emphasizes the importance of academic success, self-confidence and leadership. The program also stresses personal responsibility and a sense of accomplishment while instilling teamwork and discipline in each cadet. JROTC LET promotes graduation from high school and college as well as enhancing life skills. The curriculum is built on academic and vocational, core, elective, and advanced placement subjects. Students may participate in, and manage extra-curricular activities such as rifle team, drill team, color guard, saber team and raider team activities to develop leadership, personal fitness and problem-solving skills.

**28.43500 JROTC Army Leadership Education V (LET V) (Prerequisite: Army Leadership**

*Education IV)* - Junior Reserve Officer Training Corps (JROTC) is a leadership education program. This program will help students build a strong knowledge base of self-discovery and leadership skills applicable to many leadership and managerial situations. Mastery of these standards through project-based learning, service learning and leadership development activities will prepare students for 21st Century leadership responsibilities.

**28.43600 JROTC Army Leadership Education VI (LET VI)** (*Prerequisite: Army Leadership Education V*) - Junior Reserve Officer Training Corps (JROTC) is a leadership education program. This program will help students build a strong knowledge base of self-discovery and leadership skills applicable to many leadership and managerial situations. Mastery of these standards through project-based learning, service learning and leadership development activities will prepare students for 21st Century leadership responsibilities.

**28.43700 JROTC Army Leadership Education VII (LET VII)** (*Prerequisite: Army Leadership Education VI*) - This laboratory course expands on the skills taught in JROTC 6. It focuses on creating a positive leadership situation, team development, project management and the importance of mentoring as a leader or as a follower. Interactions between groups of people and how they affect the area's cultural, economic, and political characteristics are included. Students are given the opportunity to demonstrate leadership potential in an assigned command or staff position within the cadet battalion organizational structure.

**28.43800 JROTC Army Leadership Education VII (LET VIII)** (*Prerequisite: Army Leadership Education VII*) - This laboratory course expands on the skills taught in JROTC 7 and reinforces previous leadership experiences. It allows students to continue to build their leadership, management, decision making and negotiating skills by serving in a variety of staff or leadership positions. Students create a career portfolio to plan for college or work. Students are expected to take leadership roles in the battalion and participate in community service or service learning projects based on their level of leadership development.

## HEALTH SCIENCE

The Health Science Career Cluster includes planning, managing, and providing services in therapeutics, diagnostics, health informatics, support areas, and biotechnology research and development.

### **Pathway: Therapeutic Services/Allied Health and Medicine**

- Introduction to Healthcare Science
- Essentials of Healthcare
- Allied Health and Medicine

### **Pathway: Therapeutic Services/Patient Care**

- Introduction to Healthcare Science
- Essentials of Healthcare
- Patient Care Fundamentals

**25.52100 Introduction to Healthcare Science** - Introduction to Healthcare Science is the foundational and pre-requisite course for all Health Science pathways. This course 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 careers as well as employability and communication skills necessary in the healthcare industry. The concepts of human growth and development, health, wellness, and preventative care are evaluated, as well as, legal, ethical and technology responsibilities of today's healthcare provider. Fundamental healthcare skills development is initiated including microbiology, basic life support and first aid. 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 HOSA career and technical student organization, Future Health Professionals, will provide students with a competitive edge to be the better candidate for either entry into the healthcare global marketplace and/or the post-secondary institution of their choice to continue education and training.

**25.4400 Essentials of Healthcare** (*Prerequisite: Introduction to Healthcare Science*) - Anatomy and Physiology are a vital part of most healthcare post-secondary education programs. The Essentials of Healthcare is a medical-focused anatomy course addressing the physiology of each body system, along with the investigation of common diseases, disorders and emerging diseases. The prevention of disease and the diagnosis and treatment that might be utilized are addressed, along with medical terminology related to each system. This course provides an opportunity to demonstrate technical skills that enforce the goal of helping students make connections between medical procedures and the pathophysiology of diseases and disorders. **Course counts toward satisfying the fourth science requirement and a CTAE pathway completion requirement and has been approved by the Board of Regents as a fourth science.** Students who earn 1 unit of credit for this course shall also receive 1 unit of credit for Human Anatomy and Physiology, a HOPE rigor course, (course number 26.07300) beginning for students enrolled in the 2015-2016 school year and subsequent years.

**25.43700 Allied Health and Medicine:** (*Prerequisites: Essentials of Healthcare*) - This course is designed to offer students the opportunity to become effective and efficient multi-skilled healthcare providers as they develop a working knowledge of various allied health opportunities. Students focusing on a career path in the healthcare field may apply classroom/lab knowledge and skills in the clinical setting as they participate in direct or simulated client care. The curriculum allows instructors to provide options for classroom/student growth opportunities in area(s) of interest to the student. These options may be determined by community need, available resources, and/or student interest, etc. Instructors may select which classroom content standards 1-14 best meet his/her individual classroom needs in addition to the required clinical/capstone project to equal total class time available for the course. **After mastery of the standards in this course, students should be prepared to take the end of pathway assessment in this career area.**

**2543600 Patient Care Fundamentals:** (*Pre requisites: Introduction to Healthcare, Essentials of Healthcare*) - This course is designed to provide students interested in the careers that involve patient care with entry level skills most commonly associated with the career Nursing Assistant. The students are required to meet both national and intrastate professional guidelines as designated by applicable regulatory agencies such as the Occupational Health and Safety Administration (OSHA), Center for Disease Control (CDC), and the Department of Health and Human Services (HHS) with a specific focus on the Omnibus Budget Reconciliation Act of 1987 (OBRA) and the Health Insurance Portability and Accountability Act of 1996 (HIPAA). Upon completion of this course and its prerequisites, this course meets the Certified Nurse Assistant curriculum content as specified by the Georgia Medical Care Foundation. Students meeting all academic, attendance, and age requirements may sit for the Georgia Registry's Examination. Successful completion of the Georgia Registry Examination allows students to seek employment in the state of Georgia as a Certified Nurse Assistant. **After mastery of the standards in this course, students should be prepared to take the end of pathway assessment in this career area.**

## Hospitality and Tourism

The Hospitality and Tourism Career Cluster encompasses the management, marketing, and operations of restaurants, and other food services, lodging, attractions, recreation events, and travel related services.

### Pathway: Culinary Arts

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

**20.53100 Introduction to Culinary Arts** - This is the foundational course designed to introduce students to fundamental food preparation terms, concepts, and methods in Culinary Arts where laboratory practice will parallel class work. Fundamental techniques, skills, and terminology are covered and mastered with an emphasis on basic kitchen and dining room safety, sanitation, equipment maintenance and operation procedures. The course also provides an overview of the professionalism in the culinary industry and career opportunities leading into a career pathway to Culinary Arts. Mastery of standards through project-based learning, technical skills practice, and leadership development activities of Family, Career and Community Leaders of America, (FCCCLA) 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. The pre-requisite for this course is advisor approval.

**20.53210 Culinary Arts I** (*Prerequisite: Introduction to Culinary Arts*) - Culinary Arts I is designed to create a complete foundation and understanding of Culinary Arts leading to postsecondary education or a food-service career. This fundamentals course begins to involve in-depth knowledge and hands-on skill mastery of culinary arts.

**20.53310 Culinary Arts II** (*Prerequisite: Culinary Arts I*) - Culinary Arts II is an advanced and rigorous in-depth course designed for the student who is continuing in the Culinary Arts Pathway and wishes to continue their education at the postsecondary level or enter the food-service industry as a proficient and well-rounded individual. Strong importance is given to refining hands-on production of the classic fundamentals in the commercial kitchen. **After mastery of the standards in this course, students should be prepared to take the end of pathway assessment in this career area.**

## Transportation, Distribution and Logistics

The Transportation, Distribution and Logistics Career Cluster encompasses planning, managing, and moving people, materials, and goods by road, pipeline, air, rail, and water, and includes other related professional and technical support services.

### Pathway: Automobile Maintenance and Light Repair

- Basic Maintenance and Light Repair
- Maintenance and Light Repair 2
- Maintenance and Light Repair 3

**47.53110 Basic Maintenance and Light Repair** - This course is designed as the foundational course for the Automobile Maintenance and Light Repair pathway. Students in this course will learn the basic skills needed to gain employment as a maintenance and light repair technician. Students will be exposed to courses in automotive preventative maintenance and servicing/replacing brakes, and steering and suspension components. In addition, students will learn how to do general electrical system diagnosis, learn electrical theory, perform basic tests and determine necessary action. Furthermore, students will learn how to evacuate and recharge air-conditioning systems using the proper refrigerant. The hours completed in this course are aligned with ASE/NATEF standards and are a base for the entry-level technician.

**47.53210 Maintenance and Light Repair II** (*Prerequisite: Basic Maintenance and Light Repair*) - Students will learn the basic skills needed to gain employment as a maintenance and light repair technician. This course will expose students to automotive preventative maintenance and servicing, as

well as replacing brakes, and steering and suspension components. Students will also learn general electrical system diagnosis, electrical theory, basic test requirements, and determining necessary action. In addition, students will learn how to evacuate and recharge air-conditioning systems using the proper refrigerant. Standards for this course are aligned with ASE/NATEF standards and are an excellent foundation for the entry-level technician.

**47.53310 Maintenance and Light Repair III** (*Prerequisite: Basic Maintenance and Light Repair 2*) -

Students will learn the basic skills needed to gain employment as a maintenance and light repair technician. This course will expose students to automotive preventative maintenance and servicing, replacing brakes, as well as steering and suspension components. Students will learn about general electrical system diagnosis, electrical theory, basic tests that are required, and determine the necessary action. In addition, students will learn how to evacuate and recharge air-conditioning systems using the proper refrigerant. The standards in this course are aligned with ASE/NATEF standards and are an excellent foundation for the entry-level technician. **After mastery of the standards in this course, students should be prepared to take the end of pathway assessment in this career area.**

## Fine Arts

### Pathway: Theatre Arts

**52.021 Fundamentals of Theatre I** - This course serves as an introduction to the theatre arts. Students investigate theatre as a whole by exploring the techniques and origins of a wide variety of theatre arts in various cultures and periods.

**52.02200 Fundamentals of Theatre II** (*Prerequisite: Fundamentals of Theatre*) - Enhances level-one skills by producing specific theatre styles in depth with performance opportunities.

**52.02300 Fundamentals of Theatre III** (*Prerequisite: Fundamentals of Theatre II*) - Enhances level-two skills by producing and studying literature as related to theater. Provides opportunities for performance with focus on language arts classes.

**52.02400 Fundamentals of Theatre IV** (*Prerequisite: Fundamentals of Theatre III*) - Enhances level-three skills by producing and writing plays for presentation; explores the role of the playwright. Provides opportunities for practical application.

## Pathway: Visual Arts

**50.0211 Comprehensive Art I** (*This is the entry-level course for all other art courses.*) - Explores a variety of media and techniques as students produce their own work. Pencil, charcoal, marker, pastel and paint are some of the media that will be explored. Specifically, students in this class will learn the prerequisites needed to excel in all other art courses. Works produced in this course will lead to the creation of portfolio quality works. **This is a one-semester course.**

**50.0311 Drawing I** - 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. **This is a one semester course.**

**50.0312 Drawing II** - Enhances level-one skills in technique and provides further exploration of drawing media; reinforces basic drawing skills and critical analysis skills for responding to master drawings of different historical styles and periods. Examines solutions to drawing problems through student drawings and those of other artists. **This is a one-semester course.**

**50.0313 Drawing and Painting I** - 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. **This is a one-semester course.**

**50.0314 Drawing and Painting II** - Enhances level-one drawing and painting skills and provides opportunities to apply painting and drawing techniques in a variety of media. Stresses critical analysis of master paintings and drawings of different styles and historical periods; emphasizes problem-solving techniques to improve techniques and mastery of materials. **This is a one-semester course.**

**50.0321 Painting I** - Explores a variety of techniques and wide range of painting media; emphasizes developing basic painting and critical analysis skills for responding to master paintings. Examines solutions to painting problems through the study of the color theory and composition. Emphasizes the concept and development of personal style. Covers Western and non-Western cultures. **This is a one-semester course.**

**50.0322 Painting II** - Enhances level-one painting skills and offers opportunities to apply painting techniques in a variety of media; emphasizes critical analysis skills for responding to master paintings of different styles and historical periods. Resolves selected painting problems and emphasizes the concept and development of personal style. **This is a one-semester course.**



**50.0411 Ceramics/Pottery I** - Introduces the characteristics of clay and design in clay using various techniques of construction and decoration. Emphasizes hand building and introduces other forming techniques, surface decoration and glaze applications. Covers styles of ceramic works from Western and non-Western cultures. **This is a one-semester course.**

**50.0412 Ceramics/Pottery II** - Enhances level-one skills and provides opportunities to apply design techniques in clay through hand building and/or throwing on the potter's wheel. Introduces formulation of basic glazes and kiln firing; stresses evaluation of clay forms through art criticism. **This is a one-semester course.**

**50.0431 Applied Design I** - 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. **This is a one-semester course.**

**50.0432 Applied Design II** - Enhances level-one skills and provides opportunities to apply design elements and principles in the production of art products such as architecture, advertisements, graphic designs, environmental designs and product designs. Uses board- and computer-generated designs for art products; covers how to create designs and plan their presentation. **This is a one-semester course.**

**50.0511 Printmaking I** - Explores different techniques in printmaking while engaging in art history, art appreciation, art criticism, aesthetics, and production. Woodcut, linoleum, block intaglio, and screen printing are some techniques that will be used. Works produced in this course will lead to the creation of portfolio quality works. **This is a one-semester course.**

### **Pathway: Band/Music**

- **53.0371 Intermediate Band I** (*Prerequisite: Middle School Band Program*)9<sup>th</sup> grade level
- **53.0372 Intermediate Band II** (*Prerequisite: Intermediate I*)10<sup>th</sup> grade level
- **53.0373 Advanced Band I** (*Prerequisite: Intermediate Band II*)11<sup>th</sup> grade level
- **53.0374 Advanced Band II** (*Prerequisite: Advanced Band I*)12<sup>th</sup> grade level

Provides opportunities for performers to increase performance skills and precision on a wind instrument. It 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.



**53.08410 Beginning Guitar Techniques** - Guitar class provides an introduction to playing chords and reading music on guitar. The student will learn the application of the music alphabet to the entire fretboard, begin to read music notation on the fretboard, memorize basic chord fingerings, learn several strumming and freestroke (finger) techniques for accompanying songs, play several songs, and learn basic skills, terminology, and theoretical principles which will help the student understand many of the commercially available books for learning guitar. No prior knowledge will be needed for this class.

**This is a one-semester course.**

**53.07510 Guitar Ensemble** - This is an ensemble class devoted to guitar music. This group class will focus on performance techniques such as cueing, following a conductor and communication between players. Students must be able to read all the notes in first position and know the main chords learned in the Beginning Guitar class or prior knowledge of these concepts. At least one concert per semester will be presented by the group. If the student needs music reading experience, please sign up for the Beginning Guitar class.

**53.09410 Beginning Keyboard Techniques** - Open to all students who want to learn how to play piano. Concepts covered include posture at the piano, hand position, fingering, learning how to read and play simple melodies with one hand, and then developing coordination to play simultaneously with two hands, usually melodies with accompaniment. Techniques will include learning to play Major and Minor Scales with correct finger patterns. At the end of beginning piano, students are able to play hands together. **This is a one-semester course.**

**53.06410 Beginning Jazz Band I** (*Prerequisite: Currently in band class*) - is an advanced instrumental ensemble emphasizing the jazz elements of musical performance. The class will learn the history, style and improvisation of jazz as well as perform as a group publicly at least once per semester.

**53. 0391070 Percussion** (*Prerequisite: currently in a band class*) - This is the study of fundamental concepts and techniques of sound production, practice methods, instrument selection, tuning, maintenance, rhythm, sight-reading, aural skills, musical styles and interpretation of percussion. The student will develop an understanding of and an ability to apply correct performance techniques upon all percussion instruments. The student will perform with the marching band, the symphonic band and their own percussion ensemble throughout each semester.

**53.02100 Beginning Music Theory and Composition** (*Prerequisite: must be in a performing ensemble, Band or Chorus class*) - This course will introduce students to the theory of music, providing them with the skills needed to read and write Western music notation, as well as to understand, analyze, and listen informedly. It will cover material such as pitches and scales, intervals, clefs, rhythm, form, meter, phrases and cadences, and basic harmony. **This is a full-year course.**

**53.0140020 Music Appreciation A/B** - This course introduces students to the elements, instrumentation, and historical periods of music. Students will learn the significance of surroundings and time periods and how they both influenced the music of the day. Students will listen to and evaluate several types of music, and will be assessed through projects, presentations, and exams on the knowledge and understanding of music. **This is a one-semester course.**

### **Pathway: Chorus**

- **53.0711 Beginning Chorus I** 9<sup>th</sup> grade
- **53.0721 Int. Chorus I** (*Prerequisite: Beginning Chorus*) 10<sup>th</sup> grade
- **53.0722 Int. Chorus II** (*Prerequisite: Intermediate Chorus I*) 11<sup>th</sup> grade
- **53.0723 Int. Chorus III** (*Prerequisite: Intermediate Chorus II*) 12<sup>th</sup> grade

Provides opportunities to develop performance skills and knowledge in ensemble singing; 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.

## **Health and Physical Education**

**17.011 Health** - 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. **This is a one-semester course.**

**36.051 Personal Fitness** - 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. **This is a one-semester course.**

**36.053 Aerobics** - Provides opportunities to perform choreographic routines to music and to increase strength, cardiovascular and muscular endurance and flexibility. Includes fitness concepts for developing healthy lifetime habits. **This is a one-semester course.**

**36.057 Intermediate Aerobics** - Offers continuation of activities covered in the Beginning Aerobics course. Includes continuation of cardiovascular and muscular strength training through a regular exercise program of aerobic progression. Emphasizes individual development of fitness, diet and stress management. **This is a one-semester course.**

**36.052 Physical Conditioning** - Provides opportunities to participate in a variety of activities to enhance flexibility, muscular strength and endurance, cardiovascular endurance and body composition. Includes fitness concepts for the development of healthy lifetime habits. **This is a one-semester course.**

**36.054 Weight Training** - Introduces weight training; emphasizes strength development training and proper lifting techniques. Includes fitness concepts for developing healthy lifetime habits. **This is a one-semester course.**

**36.056 Body Sculpting** - Provides methods to redefine body shape through specific exercises. Covers weight training, conditioning exercises and proper nutrition to improve muscle tone, muscle definition, posture, bodily proportions, overall condition of the body and increase energy levels. Based on the American College of Sports Medicine guidelines for fitness and conditioning programs. **This is a one-semester course.**

**36.061 Advanced Personal Fitness** - Enhances strength and muscular endurance, flexibility and cardiovascular endurance. Emphasizes self-management and adherence strategies. **This is a one-semester course.**

**36.062 Advanced Physical Conditioning** - Enhances cardiovascular endurance, flexibility, muscular strength and endurance and body composition. Emphasizes self-management and adherence strategies. **This is a one-semester course.**

**36.064 Advanced Weight Training** - Increases strength and cardiovascular fitness through an individualized weight-training program. Emphasizes self-management and adherence strategies. **This is a one-semester course.**

**36.066 Advanced Body Sculpting** - Provides additional opportunities to redefine body shape through specific exercises. Covers weight training, conditioning exercises and proper nutrition to improve muscle tone, muscle definition, posture, bodily proportions, overall condition of the body and increase energy levels. Based on the American College of Sports Medicine guidelines for fitness and conditioning programs. Promotes healthy means to body sculpting goals. **This is a one-semester course.**

**36.021 Introductory Team Sports** - 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. **This is a one-semester course.**



**36.025 Introductory Outdoor Education** - Promotes an appreciation of the outdoors; provides physical activities and adventures in an outdoor laboratory, which includes camping, fishing, hiking, orienteering, backpacking, repelling, outdoor cooking, boating safety, hunter safety, riflery and archery. **This is a one-semester course.**

## **Driver Education**

**17.014 Driver Education** - Offers non-drivers and beginning drivers 15 years of age or older a minimum of 30 hours of classroom instruction and six hours behind the wheel; stresses defensive driving skills and refining perceptual and critical thinking skills for safe driving. **Students must have a learner's license to participate in the class. Application required / Administration approval.**

## **Work Based Learning**

The purpose of Work-Based Learning is to provide students the opportunity to connect what they learn in school with work-site applications to enable a smooth transition into the work force and/or postsecondary education after graduation from high school.

Work-Based Learning placements represent the pinnacle of the Career-Related Education experience. To qualify for a WBL placement, a student must be in grades 11 or 12 and at least 16 years old. Students must also have a defined Career Pathway in order to participate in a Work-Based Learning placement. This is especially important for successful completion of a student's pathway in that their job placement is directly related to the curriculum of the pathway classes they have completed or in which they are concurrently enrolled. There are several opportunities for students to participate in work-based learning. These opportunities include employability skill development, Cooperative Education, Internship, Youth Apprenticeship, and Clinical Experiences.

## **Sports Participation Rules**

### **NO PASS/NO PARTICIPATE**

#### **Georgia High Association (GHS) requirements/Eligibility Rules**

##### **In order to be eligible to participate in GHS events, a student must:**

- Live in a residence located within the school's district boundary or have successfully completed one year at the school seeking eligibility, or be an entering ninth grader at any school that will accept the enrollment.
- Have attended school last semester or quarter.
- Have earned at least 2.5 credits the previous quarter or semester.
- Be "On Track" for graduation (have earned units equivalent to years in school).
- Have been in high school no more than four consecutive years after first entry into ninth grade.
- Have not attained the 19<sup>th</sup> birthday prior to May 1<sup>st</sup> preceding the year of participation.
- Have completed a physical examination during the past 12 months that is on file at the school.
- Have transferred to the school for reasons other than to participate in athletics.
- Not be a professional athlete in the sport of participation.
- Have not been ineligible at the previous school for academic or behavioral reasons.

##### **A student will be INELIGIBLE if he/she:**

- Transferred to a new school without a corresponding move by the family unit into the new school service area.
- Did not attend school 1<sup>st</sup> quarter or semester.
- Did not earn 2.5 credits last quarter or semester.
- Is not "On Track".
- Has been in high school more than four consecutive years.
- Attained the 19<sup>th</sup> birthday prior May 1<sup>st</sup> preceding the year of participation.
- Has not completed a physical examination during the past 12 months.
- Is a professional athlete in the sport of participation.
- Is currently in in-school suspension or alternative school (local decision).

## **ADMINISTRATION**

Christine Bray, Principal/CTAE Director

Mike Brown, Assistant Principal

Josh Rider, Assistant Principal

Jade Strickland, Administrative Assistant

Carol Carter, Attendance Secretary

Kim Miller, Receptionist

## **COUNSELING**

Mary Boykin, 9<sup>th</sup> and 10<sup>th</sup> Grade

April Loggins, 11<sup>th</sup> and 12<sup>th</sup> Grade

Lynn Suggs, College & Career Counselor

Kelly Patterson, Registrar

## **Athletics**

Mike Cleveland, Athletic and Transportation Director

