



Clarke County
School District

Better Together

Program of Study
2023-2024

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**Este documento contiene información importante de la escuela de su hijo/a.
Por favor, solicite que le traduzcan esta información tan pronto como sea posible.**

Section I: Program Planning Information

OUR DRIVING FORCES



Our Vision



is for all CCSD students to graduate as college and career ready, fully prepared for their life beyond graduation.



Our Mission



is to develop life-long learners and globally-minded citizens by fostering the academic, creative, and social skills needed to achieve excellence in a multicultural environment.



CCSD Believes



- Each student deserves an equitable learning experience that helps them achieve academic excellence.
- Recruitment and retention of highly qualified and effective staff is essential to high student achievement.
- Students, families, staff, and our community are partners in the success of our students.
- Safe, nurturing, and well-maintained schools are essential to learning.

High Schools and Programs

The Clarke County School District has established multiple pathways for students to earn a high school diploma and prepare to enter a post-secondary program. The school district has two comprehensive high schools – Cedar Shoals High School and Clarke Central High School. In addition, Classic City High School supports CCSD students that have deficits in credit attainment at the comprehensive high schools. Students are enrolled at Classic City High School and are programmed to recover credits via an online platform in a self-paced, goal-oriented learning environment.

Students enrolled at either of the two comprehensive high schools can apply to and attend the Athens Community Career Academy and maintain their home school status, as well as extracurricular eligibility at their home school.



Cedar Shoals High School, located on Cedar Shoals Drive on the eastside of Athens-Clarke County, is the receiving school for Coile Middle School and Hilsman Middle School.



Clarke Central High School, located on South Milledge Academy on the westside of Athens-Clarke County, is the receiving school for Burney-Harris-Lyons Middle School and Clarke Middle School.



Classic City High School is located on the H.T. Edwards Complex Campus. Students enrolled are working to recover credits using an online platform with additional face-to-face instruction from certified teachers.



★ Est. 2011 ★

Athens Community Career Academy (ACCA) is a partnership between the Clarke County School District, Athens Technical College, the University of Georgia, and various businesses and industries. At the ACCA students have the opportunity to take core academic college courses, enroll in career-themed college certification programs and participate in unique internships.



The CCSD Learning Center is a temporary alternative placement option for students who have been through a due process discipline hearing.



Clarke Virtual Academy (CVA) offers virtual learning opportunities for students across the Clarke County School District. CVA offers several courses taught by CCSD virtual instructors and makes available many more courses through our partnership with Georgia Virtual School and other virtual and distance learning organizations.

High School Graduation Requirements

Carnegie Unit Requirements for Graduation

***DUAL ENROLLMENT:** Please reference page 51-52 for a list of dual enrollment courses that meet core content graduation requirements.

KEY:

SUBJECT AREA - BLUE
REQUIREMENT - BLACK

English

4 Units

9th Grade Literature/Composition
10th Grade Literature/Composition
American Literature/Composition
Multicultural Literature/Composition
or a 4th ELA credit from the
state-approved list

Mathematics

4 Units

Algebra
Geometry
Advanced Algebra
4th Mathematics credit from the state-approved list

Science

4 Units

Biology
Physical Science or Physics/AP Physics
Chemistry, Earth Systems, Environmental Science
or AP Science Course
4th Science credit from the state-approved list

Social Studies

4 Units

American Government/Civics
World History
US History
Personal Finance and Economics

Health/Personal Fitness

1 Unit

Health and Personal Fitness
*Note: Health and Personal Fitness
(Course Number 17.011)
will be used to satisfy this requirement
Three (3) units of JROTC may be used to satisfy
this requirement*

CTAE and/or World Languages and/or Fine Arts

3 Units

Students are encouraged to select courses in a focused area of CTAE and/or World Language and/or Fine Arts interest. Students planning to enter or transfer into a University System of Georgia institution or other post-secondary institution must take 2 units of the same world language or computer science with a coding and programming emphasis (see USG guidelines for exact language: https://www.usg.edu/student_affairs/assets/student_affairs/documents/Staying_on_Course.pdf). The Technical College System of Georgia does not require world languages for admissions

Electives

4 Units

*3 units for Classic City High School

Total Units

24 Units

*23 units for Classic City High School

Student _____		Advisor _____		Date entered HS _____	
Subject Area		Required Courses for Students Who Entered 9th Grade After July 1, 2008			
English		<p>4 Units</p> <ul style="list-style-type: none"> <input type="checkbox"/> 9th grade Literature/Composition or Advanced 9th grade Literature/Composition <input type="checkbox"/> 10th grade Literature/Composition, Advanced 10th Literature/Composition, or ENGL1101^s <input type="checkbox"/> American Lit/Comp 11, Advanced American Lit/Comp 11, AP Lang^s, or ENGL 2130^s <input type="checkbox"/> Multicultural Lit/Comp 12, Adv. Multicultural Lit/Comp 12, AP Literature^s, or ENGL 1101*^s, or ENGL 1102*^s <p>*British Lit/Comp may meet the requirement if taken prior to the 2020-2021 school year. *Credit for ENG 1101 is a prerequisite for all higher levels of college English *ENG1102 is appropriate if credit already received for 1101</p>			
Math		<p>4 Units</p> <ul style="list-style-type: none"> <input type="checkbox"/> Algebra or Algebra Honors Concepts & Connections <input type="checkbox"/> Geometry or Geometry Honors Concepts & Connections <input type="checkbox"/> Advanced Algebra^s Concepts & Connections <input type="checkbox"/> Pre-Calculus^s, Advanced Math Decision Making^s, Statistical Reasoning^s, AP Calculus^s, AP Statistics^s MATH 1110^s, 1111^s, 1113^s, 1131^s, or other state approved 4th math Unit 			
Science		<p>4 Units</p> <ul style="list-style-type: none"> <input type="checkbox"/> Biology I, Advanced Biology, or AP Biology^s, or BIOL1111^s with BIOL1111L <input type="checkbox"/> Physics I^s, Advanced Physics I^s, or Physical Science <input type="checkbox"/> Chemistry I^s, Advanced Chemistry I^s, or AP Chemistry^s or CHEM 1151^s with CHEM 1151L, or Environmental Science, Advanced Environmental Science, or Earth Systems or an AP Science^s <input type="checkbox"/> 4th Science: Zoology, General Horticulture, Forest Science, Environmental Science, Anatomy^s or AP Computer Science^s, or any AP Science^s or any Dual Enrollment Science course^s or other state approved 4th science Unit 			
Social Studies		<p>4 Units</p> <ul style="list-style-type: none"> <input type="checkbox"/> American Government, Adv. American Government, or AP American Government^s or POLS 1101^s <input type="checkbox"/> World History, Adv. World History, or AP World History^s or HIST 1111^s or HIST 1112^s <input type="checkbox"/> US History, Adv. US History, or AP US History^s or HIST2111^s or HIST2112^s <input type="checkbox"/> Personal Finance and Economics, Adv. Personal Finance and Economics, or AP Macroeconomics^s or AP Microeconomics^s or ECON2105^s or ECON2106^s 			
Health/PE		<p><input type="checkbox"/> 1 Unit</p> <p>1 Full Credit or 0.5 Credit for Health <u>and</u> 0.5 Credit for Physical Education or 3 Full credits of JROTC</p>			
CTAE &/or World Language &/or Fine Arts		<p>3 Units</p> <ul style="list-style-type: none"> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <p>* 2 Units of same world language or computer science with a coding and programming emphasis are required for 4 year college admission.</p>			
Electives		<p>4 Units</p> <ul style="list-style-type: none"> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ 			
TOTAL		24 Units		<p>Career/Advanced Academic Pathway #1 _____</p> <p>Career/Advanced Academic Pathway #2 _____</p> <p><i>See reverse for more information.</i></p>	

Important Terms

Academic Honesty

The Clarke County School District promotes academic honesty and personal integrity among students and faculty. Academic honesty is defined broadly and simply – the performance of all academic work without plagiarizing any source of information not appropriately authorized or attributed. According to the Code of Student Conduct, students found in violation of Academic Dishonesty are subject to disciplinary action.

Advanced Placement (AP)

Clarke County high schools offer the Advanced Placement (AP) program of the College Board. AP courses follow curricula outlined by the College Board. Students enrolled in these courses are expected to take the AP examinations administered each May. Fees are assessed for the exams, although the Georgia State Legislature usually reimburses a portion of the fees to public school students who are enrolled in and are passing those specific AP classes in which they have taken exams. Reimbursement decisions are made on a yearly basis. Students who are not enrolled in AP classes may register for and take the tests at their own expense. Passing scores on AP tests may allow students to exempt college courses with credit. Students must check with specific colleges for their policies regarding credit for AP tests.

Students wishing to enroll in some AP courses are required to meet prerequisites in order to qualify for this college equivalent program. Students are advised to give careful consideration to the academic rigor of AP courses, and some AP courses require specific knowledge and skills in order to be successful with AP level coursework. The AP courses carry a differentiated weight. This weight is reflected on the final grade report by the addition of 10 quality points to each AP course grade. For additional information on the Advanced Placement program, visit <https://apstudents.collegeboard.org/>

Advisement

The Clarke County School District promotes academic honesty and personal integrity among students and faculty. Academic honesty is defined broadly and simply – the performance of all academic work without plagiarizing any source of information not appropriately authorized or attributed. According to the Code of Student Conduct, students found in violation of Academic Dishonesty are subject to disciplinary action.

Alternative Program - The CCSD Learning Center

The CCSD Learning Center is an alternative school program. Middle and high school students who are suspended or expelled through a school discipline due process hearing may have the opportunity to continue their education at the Learning Center. The CCSD Learning Center provides a comprehensive academic program adapted to State of Georgia standards. Core courses in reading, language arts, English, mathematics, science and social science/history required for grade promotion or graduation and some elective credits are offered. Instruction is delivered by certified regular and special education teachers while using a blended model of online and face-to-face instruction. The Learning Center model is based on pro-social peer culture where students are encouraged to hold one another accountable for their own behavior. Extensive reintegration preparation is achieved through explicit guidelines that lead to restoring students successfully to comprehensive schools.

Articulation Agreements for Certain CTAE Pathways

The Georgia Department of Education and the Technical College System of Georgia (TCSG) collaborated to develop new statewide articulation agreements that will allow students to receive TCSG college credits for certain Career, Technical, and Agricultural Education (CTAE) courses. To receive TCSG college credits, students must successfully complete a select high school CTAE Pathway or a CTAE course, depending on the articulation agreement, and pass a credentialing assessment. There are currently nine articulation agreements in place including the following pathways which we offer in CCSD: Automotive Service Technician and Patient Care. Articulation agreements will continue to be developed.

Assessments Required by the State of Georgia

The school district will implement assessments as required by the State of Georgia.

Georgia Milestones (End of Course Assessment)

Students have the option to test-out of high school courses with an associated End of Course assessment (EOC) course: American Literature 11, Algebra I, US History, and Biology.

High school students may demonstrate subject area competency by testing out of any course that has an associated End of Course assessment (EOC). A unit of course credit is awarded to students who reach a performance level of Distinguished on the associated EOC *prior* to beginning a specific EOC course. EOC test-out opportunities are administered in March and summer. Interested students should speak with their academic school counselor as soon as possible to discuss and complete the registration procedure.

End of Pathway Assessment

The school district provides industry-based credentialing opportunities through End of Pathway assessments for students who complete a sequence of three or more courses in a specific career pathway. All students are expected to take the End of Pathway Assessments upon completion of the CTAE Pathway.

Carnegie Unit

A Carnegie Unit is awarded for the successful completion (a grade average of 70 or above) of a course. In order for a student to receive Carnegie Unit credit for a course that is assessed by an EOC, the following weighted calculation must be used: student's final numeric score in the course as determined under local board policy (80%) plus the student's numeric score on the EOC assessment (20%), with the resulting average meeting or exceeding 70 to earn credit. Per state policy, a student enrolled in an EOC course must take the EOC assessment to receive credit for the class. Students who are enrolled in Advanced Placement US History are NOT required to take an EOC per state policy.

College Admission Information

College admissions requirements differ for each college or university. Students should discuss college choices with their school counselors to be sure that specific college or university criteria are met. Students are responsible for researching all possibilities for college entrance and ensuring that they are meeting the admissions requirements. Students who desire to first enter a 2-year college and then transfer to a 4-year college should work closely with the college advisement staff to make sure that associate level courses transfer to the 4-year college of their choice.

College Admission Tests

The PSAT and the SAT of the College Board's College Admission Testing Program, the Pre-ACT and the ACT assessment of the American College Testing Program, and the ACCUPLACER test for technical colleges are available to students on a regular basis. Information on test dates and registration deadlines can be found in the counseling office. The chart below details the various tests and additional information about when they are offered.

PSAT	SAT	ACT	ACCUPLACER
<p>Administered 1 time each year in the fall. Offered for free to all CCSD 10th graders in the Fall. 9th and 11th grade students may request to take the assessment.</p> <p>10th grade – Taken in the fall for practice and may determine eligibility for the Governor's Honors Program</p> <p>11th grade – Taken in the fall for eligibility for National Merit Scholarships and may determine eligibility for Governor's Honors Program and Advanced Placement Programs.</p>	<p>Administered 7 times during the year.</p> <p>A fee is charged by the College Board for the test with waivers available to eligible 11th and 12th grade students. *See your school counselor or college advisor for fee waiver information.</p> <p>The SAT Reasoning Test includes verbal (critical reading), math and writing sections. For information on this and other changes, see your school counselor and visit www.collegeboard.org</p>	<p>Administered 5 times during the school year.</p> <p>Offered for free to all CCSD 11th graders in the Spring.</p> <p>A fee is charged by the American College Testing Program for the test with waivers available to eligible 11th and 12th grade students. *See your school counselor or college advisor for fee waiver information.</p> <p>https://www.act.org/</p>	<p>The ACCUPLACER test is the placement test given by technical and junior colleges for admission. It is an untimed, computer-based test.</p>

College and Career Planning

The school district provides a system of college and career advisement for all students. Using appropriate academic advisement from school counselors and teachers, students and parents develop an individualized graduation plan in collaboration with school personnel. Utilizing a “Teachers as Advisors” system and in alignment with the Georgia BRIDGE Law, students and their parents/guardians work with counselors and advisors to set career and post-secondary goals while tracking academic progress and monitoring grades, behavior and attendance. The goal is for students and parents/guardians to become more involved in their academic planning, and to have a better understanding of the courses needed in high school to prepare for a post-secondary education and career.

Each school Teacher as Advisor Team develops a yearly plan of student advisement. Students will use the online Scoir program, which will allow them to create a successful plan for the future through self-knowledge, exploration, and planning. Utilizing developmentally appropriate lessons and topics that align with the Georgia BRIDGE Law, teacher advisors assist in linking students with resources to address individual student needs in order to help students keep on track at each grade level, obtain a high school diploma, prepare for post-secondary studies and become workforce-ready upon graduation. More information is available from school counselors and teacher advisors.

Course Content

All high school courses offered by the Clarke County School District meet or exceed state guidelines for course content. All courses are aligned to the Georgia Performance Standards (GPS) and/or Georgia Standards of Excellence (GSE) and offer students opportunities for higher-level thinking, performance and real-world application. All courses prepare students for post-secondary opportunities. Advanced courses explore topics in greater depth and complexity.

Course Changes and Instructional Level Changes

Student requests for courses during registration in the spring determine how the master schedule will be built for the following school year. For that reason, it is important for students and parents to give consideration to course requests during registration. Parent conferences for the purpose of registration for the following year are held during the second term. Course changes made after the term begins involve the loss of too much instructional time and content to be educationally sound. Students will be expected to continue with all of their requested courses, but the school recognizes there are situations that may require a schedule change. Since any change may have a serious effect on class size, teacher assignments and the overall master schedule, course changes will be considered very carefully. Parental permission is required for some schedule change requests. The school administration reserves the right to change student schedules in order to resolve issues of class size and teacher loads or other issues which may impact the instructional program.

A course change is changing from one course to a different course, e.g. from Intro to Graphic Design to Intro to Business. Course changes will be considered according to criteria set up by the school administration. *Requests for a course change should be made no later than the 5 school days of the school semester.* The student is expected to make up all work that was missed prior to entering the new class. Attendance records are transferred with the student when a course change is made.

An instructional level change is changing from one instructional level of a course to another level of the same course, e.g. AP World History to World History Advanced. Requests for an instructional level change will be considered up to 5 school days after the first progress report grades are made available and only if the rest of the scheduled courses are not impacted and there is an opening in a section of the other level. Grade and attendance records are transferred with the student when an instructional level change is made.

Course Load Requirements and Early Graduation

Cedar Shoals High School and Clarke Central High School students are required to enroll in a minimum of 8 semesters of study, not including summer. They must earn an overall minimum of 24 Carnegie Units of credit. Within these 24 credits, students must earn 20 credits of required core and required elective courses plus 4 general elective courses.

Where circumstances are such that students cannot meet the enrollment requirement of 8 semesters, but have met the minimum units required for graduation, students may apply for a waiver to graduate early per BOE Policy IHF 7. To apply, a waiver request must be completed by October 1 of each school year to apply for a December waiver and by March 1 of each school year to apply for a May waiver. Waiver requests are available from the school counselor. To be considered for a waiver, the student must be scheduled to complete 24 credits and have passed the state-required assessments prior to a waiver request being submitted. The parent/guardian must sign off in agreement on the early graduation waiver, and the student must have specific post-secondary plans in order to be considered for approval.

Counseling Services

School Counselors strive to provide students with educational opportunities that promote growth and development and strengthen parent-community-school relationships. Upon entering high school, each student is assigned a school counselor. School counselors work directly with students and parents on long-range program planning, course selections, career decision-making and college or technical school admissions processes.

School counselors conduct individual and group counseling during the school year in the areas of educational, career and/or social-emotional needs. Some examples of counseling services include individual or group sessions focusing on: interpersonal relations, social skills, study skills, appreciating diversity, grief and loss, decision making, anger management, conflict resolution and substance abuse, as well as other areas determined from assessment of students' needs. In coordination with the school's staff, school counselors provide supportive instructional classroom activities that meet the unique developmental, social/emotional and academic needs of students.

Credit from Middle School

Beginning with students who enter ninth grade for the first time in August 2007 and thereafter, Carnegie credit will be granted to students who master the GPS and/or GSE content of high school level courses from an accredited pre-high school program. Grades for these courses will be calculated into the student's cumulative grade point average for high school but are not part of the HOPE Scholarship calculation. Students can opt out of receiving high school credit. Their home middle school will send out letters in May to parents to request opting out of high school credit. All students who finish with a course grade below 70% (not passing) will automatically be opted out of credit.

Distance Learning Courses

In order for students to enroll in an AdvancED-approved high school equivalent distance learning course, permission must be given by a parent/guardian and by the principal's designee at the school. The number of distance learning courses accepted for Carnegie credit is the equivalent of two per high school career. Distance learning courses are funded by the student/parent or guardian, and while these courses may be taken virtually/online, these courses are separate from the Clarke Virtual Academy (CVA) program and Georgia Virtual School (GAVS) program.

Dual Enrollment

Georgia’s Dual Enrollment Program allows students to take college coursework while in high school. All Dual Enrollment courses carry a differentiated weight. This weight is reflected on the final grade report by the addition of 10 quality points to each Dual Enrollment course grade.

Students who pursue college level credit during high school using the Dual Enrollment program have two options:

<p style="text-align: center;">House Bill 444 Dual Enrollment Program</p>	<p style="text-align: center;">High School Graduation Option B</p>
<ul style="list-style-type: none"> • Eligible high school students may enroll in participating postsecondary institutions, but must meet the postsecondary institution admissions requirements. Eligibility is primarily for high school juniors and seniors; second year high school students have additional state-defined requirements to qualify for participation. • Students who withdraw from and/or do not earn credit for two state-funded Dual Enrollment courses are no longer eligible to receive Dual Enrollment funding for college-level coursework. • Students will earn high school and college credit simultaneously for state-approved Dual Enrollment coursework at an eligible postsecondary institution. • Students may take courses approved in the state Dual Enrollment course directory from the postsecondary institution, but must meet the postsecondary institution required prerequisites when applicable. • Eligible students will receive a total of 30 semester hours, or 45 quarter hours, of funding for Dual Enrollment courses during their high school career. • Joint Enrollment is college-level coursework where only the postsecondary institution is awarding credit while the student is still enrolled in high school. These courses are not funded by the state and are not posted to the high school transcript unless needed to meet graduation requirements. • Students may enroll in a postsecondary program of study (Associate Degree, Diploma or Technical Certificate of Credit) while Dual Enrolled, but this postsecondary program of study is not monitored for completion by the local high school. <p>For additional funding information and guidelines, reference the dual enrollment section of the GaFutures Website.</p>	<ul style="list-style-type: none"> • High School Graduation Option B provides an alternative option for a student to earn a high school diploma in the state of Georgia. Students interested in pursuing Graduation Option B should contact their high school counselor or any of the 22 Technical College System of Georgia’s colleges. https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/OptionB-Flyer-05-14-21.pdf. <p>High School Graduation Option B is designed for students that wish to take the required high school courses, and complete an approved post-secondary credential to target specific career fields and become career ready while simultaneously completing high school.</p> <p>To earn a high school diploma through Option B:</p> <ul style="list-style-type: none"> • Student completes required high school courses (two English, math, science, social studies; one health and PE and all required state and local tests). • Student completes high school courses that require an End of Course Assessment. • Student must complete an associate degree, technical diploma or two technical certificate programs in a concentrated career pathway (to be monitored in collaboration with the local post-secondary institution). <p>If all the requirements are completed, the student will be awarded a high school diploma and the earned post-secondary credential at graduation.</p>

For more information, please see your high school counselor. Additional information for the Dual Enrollment program can also be found on the Georgia Department of Education website at <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Transition-Career-Partnerships.aspx>

Guidelines for Posting Dual Enrollment Coursework to the High School Transcript

- All courses in the Dual Enrollment course directory and funded by the state will be posted to the high school transcript.
- Once the student has exceeded their funding cap through the Dual Enrollment program, the following guidelines are used for posting to the high school transcript:
 - If the course is classified as self-pay, and is in the state Dual Enrollment directory and being taken as a core or elective course required for graduation, the course will be posted to the transcript.
 - If the course is classified as self-pay, and is in the state Dual Enrollment directory, but not being taken as a core or elective course required for graduation, the course will only be posted to the transcript if it is a part of the student's schedule. The student must decide at the beginning of the term whether or not they want the high school credit.
 - If the course is classified as self-pay and is NOT in the state Dual Enrollment directory, the course will not be posted to the transcript and will also not be a part of the student's high school schedule.

English for Speakers of Other Languages (ESOL)

English for Speakers of Other Languages (ESOL) classes are offered to all English Language Learners who need additional assistance in English language acquisition in order to be successful in core content areas. Eligible English Language Learners are students who are identified on the WIDA-ACCESS Placement Test designated by Georgia Department of Education.

Foreign Studies and Foreign Exchange Programs

Students participating in foreign studies have the option to utilize virtual learning to remain enrolled in CCSD while studying abroad, OR may withdraw from CCSD to fully enroll in a comprehensive study abroad program that offers high school level credits. If the program meets accreditation requirements, the credits will be transferred to the student's official CCSD transcript, in alignment with the transfer credit policies and procedures once the student re-enrolls.

Foreign exchange students accepted for a year of exchange program study in Clarke County high schools may earn a Clarke County School District Exchange Program certificate. Foreign exchange students wishing to earn a high school diploma must satisfy all state and district graduation criteria.

Governor's Honors Program (GHP)

Governor's Honors Program (GHP) is a 4-week summer instruction program designed to provide intellectually gifted and artistically talented rising juniors and seniors challenging and enriching educational opportunities not usually available during the regular school year. Clarke County is assigned a nomination quota based on the average daily attendance of its 10th and 11th grades. Cedar Shoals High School and Clarke Central High School faculties nominate qualified students to participate in statewide screening interviews/auditions. Information about specific areas – academic, fine arts, technology/career, agriculture – of the Governor's Honors Program may be obtained from GHP coordinators in each high school. An SAT or PSAT score is a requirement for all GHP candidates. The GHP is funded by the Georgia General Assembly. Nominations are made in the fall; state finalists are announced in the spring.

Grade Point Average (GPA)

The grade point average (GPA) is recorded on the transcript on a scale of 0-100. No student can earn a grade over 100 with the exception of "quality points" added to AP and dual enrollment grades. The numeric weighted GPA is used to determine class rank.

Please note that the HOPE GPA is not included on the CCSD transcript. Please refer to the HOPE/Zell Miller scholarship section for more information.

Grading and Reporting Practices

Grading Scale:

90-100	A
80-89	B
70-79	C
Below 70	F

Dual enrollment course grades are transferred based on the CCSD grade transfer scale (A/4.0=95, B/3.0=85, C/2.0=75, D/1.0=70, F/0.0=59) and are awarded 10 additional quality points to the equivalent numerical grade (Example: 4.0= 95+10 quality points=105). *Note a 105 is the highest possible grade a dual enrollment course can be awarded.

I (Incomplete) indicates a student has an extenuating circumstance as outlined in BOE regulations hindering completion by the end of the term, or the student has passed an EOC/Final Exam but has a course average of 60-69. Students who earn between a 60-69 will earn a passing grade of 70 (50-59 for AP courses prior to the addition of the quality points) upon completion of assignments to further demonstrate standards mastery. Completion is required by the end of the following term. Any "I" remaining on the transcript after the 14th day of the next term affects the student's athletic eligibility.

IP (In Progress) is used only for an Edgenuity course when some of the course work has been mastered but all of the course work is not complete. The student has good attendance, and all coursework must be completed by the end of the following term.

Specific conditions for I and IP grades are found in CCSD BOE Regulation IHA-R.

Graduation Ceremony

Only those students who have fulfilled all course and program of study requirements or met all requirements of their Individual Education Plan (IEP) and are in good standing are eligible to participate in graduation ceremonies. Foreign exchange students that are earning a diploma through CCSD, and students approved for a waiver to graduate early may choose to participate in the graduation ceremony.

Honor Graduates

In recognition of outstanding academic achievement, each high school will annually name a valedictorian, salutatorian and honor graduates. Students with a cumulative numerical weighted average of 90 or above, through the fourth quarter of the senior year, are designated as honor graduates. The valedictorian at each school will be the senior who has met or is in progress of meeting all graduation requirements and has the highest numerical weighted average at the end of the fourth quarter of the senior year. The salutatorian will be the senior who has met or is in progress of meeting all graduation requirements and has the second highest numerical weighted average through the fourth quarter of the senior year. To be considered for either the valedictorian or salutatorian honor, a student must have completed his/her first and second terms of the junior year as well as the first half of the senior year in the high school where the honor is awarded. Early graduates are not eligible to be named valedictorian or salutatorian due to the senior enrollment requirement.

HOPE/Zell Miller Scholarship Eligibility

The HOPE Scholarship is a merit-based award available to Georgia residents who have demonstrated academic achievement. A HOPE Scholarship recipient must graduate from high school with a 3.0 HOPE grade point average and maintain a minimum 3.0 cumulative postsecondary grade point average to remain eligible. The calculation of the HOPE GPA is done by the Georgia Student Finance Commission (GSFC) and should be monitored by the student at gafutures.org. *Note that the HOPE GPA uses a different calculation and is not the equivalent of the weighted or unweighted CCSD GPA. The scholarship provides tuition assistance to students pursuing an undergraduate degree at a HOPE Scholarship eligible college or university in Georgia. HOPE-eligible students must also meet high school course rigor requirements (four courses such as Algebra 2, Chemistry, Pre-Calculus, Human Anatomy, 2nd Year World Languages, AP courses, etc.). For more information, visit <https://www.gafutures.org/hope-state-aid-programs/>

The Zell Miller Scholarship is a merit-based award available to Georgia residents, similar to the HOPE Scholarship, but with more stringent academic requirements and a higher level of tuition assistance. A Zell Miller Scholarship recipient must graduate from high school with a minimum core 3.7 HOPE grade point average combined with a minimum SAT score of 1200 on the math and reading portions or a minimum composite ACT score of 26 in single national test administration and maintain a minimum 3.3 cumulative postsecondary grade point average to remain eligible. Eligible students are provided full-tuition assistance while pursuing an undergraduate degree to attend a Zell Miller Scholarship eligible college or university in Georgia. Eligible students must also meet high school course rigor requirements. For more information, visit <https://www.gafutures.org/hope-state-aid-programs/hope-zell-miller-scholarships/zell-miller-scholarship/>

HOPE and Zell Miller Grant Programs

From GaFutures.org: Georgia's HOPE Grant (a separate program from the HOPE Scholarship) is available to Georgia residents who are working towards a certificate or diploma (continuing education programs are not eligible) at an eligible college or university in Georgia. For more information about the HOPE and Zell Miller Grant Programs visit: <https://www.gafutures.org/hope-state-aid-programs/hope-zell-miller-grants/>

Make-Up Opportunities

Teachers will provide students with written procedures for make-up work in alignment with the most current version of the grading guidelines.

Online Classes through Georgia Virtual School and Clarke Virtual Academy

Georgia Virtual School (GAVS) and Clarke Virtual Academy (CVA) classes are offered as an option for students who desire an online platform for learning. In compliance with Senate Bill 289, online courses are open to all students. A list of the courses currently available can be accessed through the Georgia Virtual School website (<http://www.georgiavirtuelschool.org>). The deadline for withdrawing from a GaVS or CVA course is the end of the drop/add period (the first ten school days of each semester), and schedule changes must be approved by the school counselor within the drop/add period at the beginning of each semester. Available courses following withdrawal from GAVS or CVA courses are limited, so it is important that students consult with their counselor during the school's designated period of time for schedule-change requests when considering a schedule change. While CCSD serves as a consultant for students enrolled in a GAVS course, the GAVS course instructor provides instruction and technical support. CVA courses are taught by Clarke County School District instructors. Students can obtain additional information from their school counselor. Registration for virtual learning courses is only open during the registration window that begins with parent-teacher conferences, and goes through the end of the drop/add period.

- [CCSD Virtual Learning FAQ / Las Preguntas Frecuentes](#)
- [ENG - What to Know Before Requesting Virtual Courses](#)
- [SPAN - What to Know Before Requesting Virtual Courses](#)
- [Is Clarke Virtual Academy Right for Me? \(Informational Video\)](#)

Pathways to Success Program – After-school Program

Tutoring is available at Cedar Shoals High School and Clarke Central High School for grades 9-12 through the afterschool Pathways to Success Program (PSP). Tutoring is provided in language arts, science, math and social studies, as well as general tutoring. Dates and times are available in high school main offices and school counselor's offices.

Promotion Requirements

Student advancement from grade to grade in high school is based upon a minimum number of Carnegie Units of credit earned by the student from the beginning of each school year and the number of years in high school based on the date entered in 9th grade.

Grades 9-12

The traditional high schools in Clarke County are organized on a 4 by 4 block structure. For promotion from grade to grade, the criteria are as follows:

- To be considered a student in the 10th grade, the student must be in at least the second year of high school and have five units, three of which must be core courses.
- To be considered a student in the 11th grade, the student must be in at least the third year of high school and have eleven units, six of which must be core courses.
- To be considered a student in the 12th grade, the student must be in at least the fourth year of high school and have seventeen units, nine of which must be core courses.

Core courses are those in the areas of English, Math, Science and Social Studies.

Exemption from these criteria may be granted at the superintendent's discretion. This will also exempt students from consideration for valedictorian or salutatorian.

Retaking Courses

Students who need to retake a course may take advantage of opportunities to earn credit in a variety of ways. These include credit recovery during zero and fifth periods, during the day, and/or during summer school (if offered).

Summer School

The school district will determine annually if a summer program will be offered.

Transferring Seniors

Any student classified as a senior, who transfers into Clarke County School District and has been on a six-period day schedule will be eligible for graduation having earned a total of 23 units. The reduction of one unit required to graduate for these students comes only through the elective course requirement. All other transfer students are required to meet all core course requirements set by the State of Georgia and the local board of education for high school graduation, with the exception of any student who has completed American Government or Economics as a 0.5 unit in alignment with the state guidelines for the course. Those credits will be accepted and the student will need to obtain 1.0 additional elective credits.

Transfers from Home Schools or Non-Accredited Schools

Any student enrolling into a CCSD high school from a home study/home school program must provide records of academic coursework completed in the home school program. If the student has a transcript with high school courses from an accredited program, the credits may be transferable upon verification of the records. If the student does not have an official transcript or official records of coursework and grades from an accredited home study program, Clarke County School District personnel will administer proficiency tests to determine if high school course credits can be awarded for content that was studied in the home school setting. Students transferring from non-accredited schools will follow the same proficiency test protocols. Students coming from these situations will be tentatively scheduled in classes while the proficiency testing process takes place. Once the testing process concludes, the principal's designee will approve the updating of the official transcript with any credits that have been earned through proficiency testing.

If a parent or guardian disagrees with credit accepted or denied by the school for a student from a non-accredited situation or home study program, an appeal may be made to the principal of the school and then, if still dissatisfied, to the Superintendent of the Clarke County School District. The appeal should contain all pertinent information, documentation, transcript, attendance record and state the reasons for the appeal. The decision of the Superintendent is final. The maximum number of units accepted from non-accredited institutions and home study programs is twelve, two per area tested. No more than eight units can be applied for or awarded from any non-accredited situation in any single academic year. Homestudy credit may not be applied for or awarded for summer school work.

Non-academic course credit may be accepted from a non-accredited institution or home study program, provided the student passes a proficiency test, a portfolio review and/or interview by school district personnel. Elective courses that rely heavily on group participation, public performance and social interaction are not eligible for home study credit or credit from a non-accredited situation. Testing for academic and non-academic course credit will be content specific and will include, but not be limited to, course objectives as defined by GPS and/or GSE.

Proficiency tests in academic core courses will be administered by CCSD personnel using the local high school's comprehensive final exam for the course, except for EOC courses. Prior to administering the comprehensive final exam, the district coordinator for the content area, or other district instructional staff, will review and approve the use of the exam. If a student passes the tests administered by school district personnel to determine credit accepted, the school will also accept the grades listed on their records provided by the parent or guardian for those specific courses tested. Students who have been enrolled in a home study program or other non-accredited situation must pass required state assessments and meet State of Georgia and Clarke County Board of Education graduation requirements before a diploma will be issued.

In order to earn credit for a course requiring an EOC, a student enrolling from a non-accredited program must take and pass the corresponding EOC. A student must receive a score of 70% or better on the first administration of the tests, as well as the course documentation and grades from the home study or non-accredited situation, to receive course credit. Students will be required to complete all needed proficiency tests within their first term of enrollment in the Clarke County School District.

Transfers from Regionally and/or State Accredited Public or Private Schools and Post-Secondary Institutions

Any student requesting admission into the Clarke County School District from a regionally or state accredited public school or private school will transfer credits as recorded on the transcript from the issuing school. Note- any weighting added needs to be verified by the issuing school, and will be posted based on the weighting system used by the issuing school. Any course or GPA weighting policy not posted on the issuing school's transcript must be requested for verification by the student/parent/guardian. The letter grade for such transfer courses will be converted to a numerical grade using the Clarke County School District's conversion formula unless the previous system utilized a 100 point numerical grading system.

Conversion Formula:

A+ = 98; A = 95; A- = 93

B+ = 88; B = 85; B- = 83

C+ = 78; C = 75; C- = 73

D = 70; F = 69

Dual enrollment post-secondary institutions that award a passing grade/credit for a D will be adjusted as follows: D=70, F=59 *dual enrollment courses receive 10 honors points added to the transcript.

Transfer of elective courses not in the Georgia DOE course catalog will be changed when necessary to a categorical title aligned with the course's standards. Transfer of weighted grades will follow the Clarke County School District guidelines (located on Page 12). High school students who transfer from accredited schools must meet State of Georgia and Clarke County Board of Education graduation requirements before a diploma will be issued.

Secondary credits granted at an eligible post-secondary institution shall be converted and transcribed on the eligible high school student's transcript. Eligible post-secondary institution semester hour credit shall be converted to secondary credit as follows:

1 to 2 semester hours = .5 secondary credit

3 to 5 semester hours = 1 secondary credit

Work-Based Learning

Work-Based Learning (WBL) is available for sophomores, junior and senior students who have an identified career goal and who have taken at least the first course in a Career, Technical and Agricultural Education (CTAE) pathway. Requires an application.

Work-Based Learning combines instruction and learning at school, at the worksite and through independent projects to further enhance personal, professional and career development. Academic and workplace learning related to the student's career goal also aids in the transition to the workforce and postsecondary education. Credit is awarded based on completion of required hours as follows: 1 credit is 7 hours of work a week; 2 credits is 14 hours of work a week, and 3 credits is 21 hours of work a week.

Work-Based Learning Placement Options

Internship – These can be either paid or unpaid positions that provide an opportunity for career exploration and match with a student's chosen pathway. Students must have earned a minimum of one unit of credit in the CTAE pathway related to the placement.

Employability Skill Development – These paid placements may not be related to the student's CTAE pathway but provide the opportunity to apply CTAE employability skills standards in work settings.

Great Promise Partnership (GPP) – Launched by the Department of Community Affairs in 2012, GPP partners with private and public stakeholders to provide entry-level, paid positions for opportunity youth with the goal of increasing graduation rates and employability skill development. Students are provided with additional support through mentoring, tutoring, career coaching and life skills sessions. *Based on program availability and eligibility.*

More information on each of these Work-Based Learning options can be found on the individual high school websites.

Section II: Courses and Programs

A. High School Course Descriptions

Cedar Shoals High School (CED)
Clarke Central High School (CEN)
Classic City High School (CLA)

Note: Classic City High School offers core courses through digital and blended learning environments in a non-traditional setting.

B. Athens Community Career Academy Program Description and Course Descriptions

C. Clarke Virtual Academy Program Descriptions and Course Listings

COURSE DESCRIPTIONS

NOTE: This is not an exhaustive list of all state approved course offerings. Schools may add additional courses at the request of the principal to the Office of Instructional Services and School Performance.

Note: Not all courses are offered in each high school and parents are encouraged to check with their child's counselor for course offerings.

*Note: Courses with a * indicates the course is included in the HOPE GPA calculation.*

ENGLISH/ LANGUAGE ARTS

*Ninth Grade Literature/Composition**

*Ninth Grade Literature/Composition Advanced**

Courses focus on a study of literary genres; students develop initial understanding of both the structure and the meaning of a literary work. The students explore the effect of the literary form in regards to interpretation. Students will read across the curriculum to develop academic and personal interests in different subjects. Students will also demonstrate competency in a variety of writing genres: narrative, expository, persuasive and technical. The students will engage in research, timed writings and the writing process.

*Tenth Grade Literature/Composition**

*Tenth Grade Literature/Composition Advanced**

Courses focus on a study of literary genres; students develop understanding that theme is what relates literature to life and that themes are recurring in the literary world. Students explore the effect of themes in regard to interpretation. The students will read across the curriculum to develop academic and personal interests in different subjects. While the focus is persuasive writing, students will also demonstrate competency in a variety of writing. Students will engage in research, timed writings and the writing process.

*American Literature/Composition**

*American Literature Advanced**

Courses focus on the study of American literature, writing modes and genres and essential conventions for reading, writing and speaking. Students develop an understanding of chronological context and the relevance of period structures in American literature. Students develop an understanding of the ways the period of literature affects its structure and how the chronology of a work affects its meaning. The students read a variety of informational and literary texts in all genres and modes of discourse. Students will also demonstrate competency in a variety of writing genres.

ENGLISH/ LANGUAGE ARTS

*AP Language/Composition (American Literature)**

This course focuses on study of American literature while enabling students to develop an understanding of primary and secondary sources and to develop the research skills needed to effectively synthesize sources for writing. This course conforms to the College Board recommendations to prepare students for the AP Language/Composition exam and fulfills the English 11 graduation requirement.

*Multicultural Literature/Composition** *Multicultural Literature Advanced**

The course focuses on world literature by and about people of diverse ethnic backgrounds. Students explore themes of linguistic and cultural diversity by comparing, contrasting, analyzing and critiquing writing styles and universal themes. Students write expository, analytical and response essays. A research component is critical. The students observe and listen critically and respond appropriately to written and oral communication. Conventions are essential for reading, writing and speaking.

*AP English Literature/Composition**

This course focuses on an intensive study of representative works from various genres and periods. The focus is on complexity and analysis. The courses content stresses modes of discourse, assumptions underlying rhetorical strategies and various literary devices. This course conforms to the College Board recommendations for the AP English Literature Examination and fulfills the English 12 graduation requirement.

*Dramatic Writing**

This course applies skills to culminate in creating and developing dramatic writing for theatrical media with special emphasis on film and television. Includes development of “writerly stance” by reading, viewing, and analyzing texts and visual media from a writer’s point of view, with focus on understanding the construction process and including the application of conventions of standard English grammar and usage. Note: This course meets the fourth English Language Arts core requirement.

*Writer’s Workshop**

This course offers opportunities for students to explore different writing genres: narrative, descriptive, persuasive and expository modes of discourse. Students will study different writers and their writing styles. 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.

ENGLISH/ LANGUAGE ARTS

*Journalism I-IV - Elective Course**

These courses focus on journalistic writing. Focus is on areas including influence, purpose, structure and diction. Reading, writing and critical thinking are key components as students explore the power and influence of journalism. Students will participate in news-gathering, the study of ethics and the aspects of copy writing, editing and revising and will study the ethics of journalism.

*Contemporary Literature/Composition**

The course focuses on the short story, nonfiction, drama, poetry, and the novel (novella) since 1960. The students explore writing by international authors, focusing on various cultures, genders, races, and writing styles. Students write expository, analytical, and response essays. A research component is critical. The students observe and listen critically and respond appropriately to written and oral communication. Conventions are essential for reading, writing, and speaking. Instruction in language conventions will, therefore, occur within the context of reading, writing, and speaking rather than in isolation. The students understand and acquire new vocabulary and use it correctly in reading, writing, and speaking. This course reflects grade-level appropriate Georgia Standards of Excellence.

*Introduction to Women's Literature**

This course introduces representative works by and about women from historical, social, and literary perspectives. The students learn how gender roles develop and change and how women's views of themselves are reflected in their writing. The students read different literary forms and identify motifs, themes, and stereotypical patterns in that literature. Additionally, the students learn historical, philosophical, religious, and cultural information to help increase the understanding and appreciation of the works. By the end of the course, the students demonstrate knowledge of the texts, the authors and literary and social movements that produced them, and the elements of those texts, such as symbols, themes, and points of view. Critical writing skills, as well as speaking skills, are components of this course. This course reflects grade-level appropriate Georgia Standards of Excellence.

*Speech/Forensics (Debate)**

This course is a detailed study of forensic speaking, including extemporaneous speaking, oration and interpretation of literature and debate. There is an emphasis on understanding various forensic speaking formats and the importance of applying reasoning, research and delivery skills. Critical thinking is a major component of this course.

*Basic Reading and Writing (I, II, III IV)**

Course provides fundamental skills development in the five strands of the GSE courses: Reading and Literature, Reading Across the Curriculum, Writing, Conventions and Listening and Speaking and Viewing. The setup is a language lab setting; the class includes drill and practice opportunities in reading comprehension, vocabulary development, reading opportunities, writing, speaking and critical thinking.

ENGLISH/ LANGUAGE ARTS

*Mythology**

This course introduces the importance of myths and tales of classical mythology, focusing on a comparative study of plot, characters, themes, and figurative devices. The course emphasizes the following: critical and analytical skills, vocabulary development, a study of the influences of Greek, Roman, and Norse word origins on the English language, and composition. The study of the relationship between people and their societies is a major emphasis, along with the impact of mythology on the literary world. Writing exploration through media literacy and viewing will be a focus in this course. This course reflects grade-level appropriate Georgia Standards of Excellence.

*AP Seminar**

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. College Board AP Course Descriptions.

ESOL (English to Speakers of Other Languages)

Co-taught Content ESOL

ESOL services may be provided through collaborative/co-taught content classes with a certified content teacher and a certified ESOL teacher.

Sheltered Content ESOL

ESOL services may be provided through sheltered content classes in which the teacher is certified in the content as well as ESOL. Courses of this nature will contain only English Learners and serve as the core content class and ESOL segment.

The following ESOL Courses may only contain students identified as English Learners.

The link below provides descriptions of the ESOL courses listed below as well as recommended English Proficiency levels to consider when scheduling students in these courses.
[Course Descriptions and Guidelines for Scheduling students in ESOL Classes](#)

Academic Language of Science and Math

This course focuses on teaching students with interrupted or limited formal schooling to decode the specialized vocabulary, symbols and text in science and mathematics.

Communication Skills I-II: ESOL

This course will focus on the acquisition of social and instructional language across the 4 language domains as prescribed in World-Class Instructional Design and Assessment (WIDA) Standard 1.

Communication Skills in Math

This course supports and enhances literacy and listening skills necessary for success in the mathematics content areas. Guiding the course are the 5 basic ESOL Standards with particular emphasis on vocabulary, speaking, listening and reading skills in mathematics.

Communication Skills in Science

This course supports and enhances literacy and listening skills necessary for success in the content area of science. Guiding the course are the 5 basic ESOL Standards with particular emphasis on vocabulary, speaking, listening and reading skills in science.

ESOL

(English to Speakers of Other Languages)

Communication Skills in Social Studies

This course supports and enhances literacy and listening skills necessary for success in the content area of social studies. Guiding the course are the 5 basic ESOL Standards with particular emphasis on vocabulary, speaking, listening and reading skills in social studies.

Oral Communications in the Content Areas

This course supports and enhances listening and speaking skills in the content areas and references the five basic ESOL standards with emphasis on the listening and speaking skills in the content areas.

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 ESOL Standards with particular emphasis on reading and listening skills in language arts, science, social studies and mathematics.

Reading and Writing in Science

This course supports and enhances reading and writing skills in science and provides students with strategies for reading and comprehending scientific texts.

Reading and Writing in Social Studies

This course focuses on reading and writing in social studies and provides students with interrupted or limited formal schooling the basic skills and background preparation to enable them to successfully complete required social studies content courses.

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 ESOL Standards.

Mathematics

*Algebra: Concepts & Connections** *Algebra: Concepts & Connections Honors**

This course is designed as the first course in a three-course series. Students will apply their algebraic and geometric reasoning skills to make sense of problems involving algebra, geometry, bivariate data, and statistics. This course focuses on algebraic, quantitative, geometric, graphical, and statistical reasoning. In this course, students will continue to enhance their algebraic reasoning skills when analyzing and applying a deep understanding of linear functions, sums and products of rational and irrational numbers, systems of linear inequalities, distance, midpoint, slope, area, perimeter, nonlinear equations and functions, quadratic expressions, equations and functions, exponential expressions, equations, and functions, and statistical reasoning. High school course content standards are listed by big ideas including Data and Statistical Reasoning, Probabilistic Reasoning, Functional and Graphical Reasoning, Patterning and Algebraic Reasoning, and Geometry Patterning and Spatial Reasoning.

*Geometry; Concepts & Connections** *Geometry: Concepts & Connections Honors**

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

*Advanced Algebra: Concepts & Connections**

This course is the culminating course in a sequence of three high school courses designed to ensure career and college readiness. It is designed to prepare students for fourth course options relevant to their career pursuits. High school course content standards are listed by big ideas including Data and Statistical Reasoning, Probabilistic Reasoning, Functional and Graphical Reasoning, Patterning and Algebraic Reasoning, and Geometry Patterning and Spatial Reasoning. This course is designed as the third course in a three-course series. This course enhances students' geometric, algebraic, graphical, and probabilistic reasoning skills. Students will apply their algebraic and geometric reasoning skills to make sense of problems involving geometry, trigonometry, algebra, probability, and statistics. Students will continue to enhance their analytical geometry and reasoning skills when analyzing and applying a deep understanding of polynomial expressions, proofs, constructions, rigid motions and transformations, similarity, congruence, circles, right triangle trigonometry, geometric measurement, and conditional probability. (Prerequisite: Geometry)

Mathematics

*Pre-Calculus**

Precalculus is a fourth-year math option for students who have completed Advanced Algebra (or the equivalent). The course provides students with the opportunity to develop a deeper understanding of concepts in Algebra that are critical to the study of Calculus as well as an understanding of trigonometry and its applications. Throughout the course there should be a focus on notational fluency and the use of multiple representations. The course includes the study and analysis of piecewise and rational functions; limits and continuity as related to piecewise and rational functions; sequences and series with the incorporation of convergence and divergence; conic sections as implicitly defined curves; the six trigonometric functions and their inverses; applications of trigonometry such as modeling periodic phenomena, modeling with vectors and parametric equations, solving oblique triangles in contextual situations, graphing in the Polar Plane; solutions of trigonometric equations in a variety of contexts; and the manipulation and application of trigonometric identities. Topics should be analyzed in multiple ways, to include verbal and written, numerical, algebraic, and graphical presentations. Instruction and assessment should include the appropriate use of technology. Concepts should be introduced and investigated, where appropriate, in the context of realistic phenomena.

*AP Pre-Calculus**

In AP Precalculus, students explore everyday situations and phenomena using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important practice for thriving in an ever-changing world. AP Precalculus prepares students for other college-level mathematics and science courses. The framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. Students study each function type through their graphical, numerical, verbal, and analytical representations and their applications in a variety of contexts. Furthermore, students apply their understanding of functions by constructing and validating appropriate function models for scenarios, sets of conditions, and data sets, thereby gaining a deeper understanding of the nature and behavior of each function type. Modeling is also a key feature of the course. Students select, construct, and validate function models using transformations of functions and regressions. Students learn to select mathematical models-based characteristics of a bivariate data set; characteristics of covarying quantities and their relative rates of change; or a set of characteristics such as zeros, asymptotes, and extrema. Students also identify, interpret, and apply information from a function model for a given context or data set, subject to assumptions and limitations related to the context. Through the course, students strengthen their procedural and symbolic fluency skills needed for higher level mathematics. While studying each function type, students solve equations and construct equivalent analytic representations in both contextual and purely mathematical settings.

*Advanced Mathematical Decision Making**

Advanced Mathematical Decision Making (AMDM) is designed to follow the completion of Algebra II, Advanced Algebra, Accelerated Geometry B/Algebra II or Accelerated Analytic Geometry B/Advanced Algebra. The course will give students further experiences with statistical information and summaries, methods of designing and conducting statistical studies, an opportunity to analyze various voting processes, modeling of data, basic financial decisions, and use network models for making informed decisions.

Mathematics

*Calculus** - Prerequisite: Pre-Calculus or Accelerated Pre-Calculus

This is a course option for students who have completed Pre-Calculus, Mathematics IV or its equivalent. It includes problem solving, reasoning and estimation, functions, derivatives, applications of the derivative, integrals, and application of the integral.

*AP Calculus AB** - Prerequisite: Pre-Calculus or Accelerated Pre-Calculus

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

*AP Calculus BC** - Prerequisite: Pre-Calculus or Accelerated Pre-Calculus

Conforms to College Board topics for the AP Calculus BC Examination. Covers AP Calculus AB topics and includes vector functions, parametric equations, conversions, parametrically defined curves, tangent lines and sequence and series. Students that take both AP Calculus AB and AP Calculus BC in the same academic year, will only sit for the AP Calculus BC exam and College Board will award an AP Calculus AB subscore to the score report.

*Statistical Reasoning**

Statistical Reasoning is a two-semester 4th mathematics course that provides experiences in statistics beyond the GSE 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.

*AP Statistics** - Prerequisite: Advanced Algebra or Algebra II

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

Science

*Biology** *Biology Advanced**

The Biology Georgia Standards of Excellence are designed to continue the student investigations of the life sciences that began in grades K-8 and provide students the necessary skills to be proficient in biology by focusing on the identification of patterns, processes, and relationships of living organisms. These standards include more abstract concepts such as the interdependence of organisms, the relationship of matter, energy, and organization in living systems, the behavior of organisms, and biological evolution. Students investigate biological concepts through experiences in laboratories and field work using the process of inquiry. Biology students start by developing an understanding of the cellular structure and the role these structures play in living cells. The students develop a fundamental understanding of the role of bio-macromolecules, their structure and function as related to life processes. The students then analyze how genetic information is passed to their offspring and how these mechanisms lead to variability and hence diversity of species. They use cladograms and phylogenetic trees to determine relationships among major groups of organisms. Biology students are able to recognize the central role the theory of evolution plays in explaining how the diversity observed within species has led to the diversity of life across species through a process of descent with adaptive modification.

*AP Biology**

This course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. The AP Biology course is designed to be taken by students after the successful completion of a first course in high school biology. It aims to provide students with the conceptual framework, factual knowledge and analytical skills necessary to deal critically with the rapidly changing science of biology. The topics covered in the course are molecules and cells, heredity and evolution and organisms and populations. (Prerequisite: Biology Advanced or teacher recommendation)

*Chemistry** *Chemistry Advanced**

The Chemistry Georgia Standards of Excellence are 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 field work using the process of inquiry. Chemistry students use the periodic table to help with the identification of elements with particular properties, recognize patterns that lead to explain chemical reactivity and bond formation. They use the IUPAC nomenclature in order to predict chemical names for ionic (binary and ternary), acidic, and inorganic covalent compounds, and conduct experiments to manipulate factors that affect chemical reactions.

*AP Chemistry**

This course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Students should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. AP chemistry students should study topics related to the structure and states of matter, chemical reactions and descriptive chemistry.
(Recommended Prerequisite: Advanced Chemistry)

Science

*Physics** *Physics Advanced**

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.

*AP Physics 1** - Prerequisite: Students should have completed Geometry and be concurrently taking Advanced Algebra or an equivalent course.

AP Physics 1 is an algebra-based introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy and power; mechanical waves and sound and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. (Prerequisite: Physics Advanced)

*AP Physics 2**

AP Physics is an-algebra based cours expanding your understanding of physics as you explore topics such as fluids; thermodynamics; electric force, field, and potential; electric circuits; magnetism and electromagnetic induction; geometric and physical optics; and quantum, atomic, and nuclear physics. You'll do hands-on and inquiry-based in-class activities and laboratory work to investigate phenomena.

Note: Save your lab notebooks and reports; colleges may ask to see them before granting you credit.

*Earth Systems**

The Earth Systems Georgia Standards of Excellence are designed to continue student investigations that began in K-8 Earth Science and Life Science curricula on the connections among Earth's systems through Earth history. These systems – the atmosphere, hydrosphere, geosphere, and biosphere – interact through time to produce the Earth's landscapes, ecology, and resources. These standards engage the students in constructing explanations of phenomena fundamental to the sciences of geology and physical geography, including the early history of the Earth, plate tectonics, landform evolution, the Earth's geologic record, weather and climate, and the history of life on Earth. Instruction should focus on development of scientific explanations, rather than mere descriptions of phenomena. Case studies, laboratory exercises, maps, and data analysis should be integrated into units. Special attention should be paid to topics of current interest (e.g., recent earthquakes, tsunamis, global warming, price of resources) and to potential careers in the geosciences.

Science

*Environmental Science** *Environmental Science Advanced**

The Environmental Science Georgia Standards of Excellence are designed to continue the 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. Some concepts are global; in those cases, interpretation of global data sets from scientific sources is strongly recommended. Chemistry, physics, mathematical, and technological concepts should be integrated throughout the course. Whenever possible, careers related to environmental science should be emphasized.

*AP Environmental Science**

The goal of this course is to provide scientific principles, concepts and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems and to examine alternative solutions for resolving and/or preventing them.

*Human Anatomy/Physiology** *Human Anatomy/Physiology Advanced**

The human anatomy and physiology curriculum is designed to continue student investigations that began in grades K-8 and high school biology. This curriculum is extensively performance and laboratory based. It integrates the study of the structures and functions of the human body. The course focuses on distinct anatomical and physiological systems (respiratory, nervous, etc.) and instruction centers 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 should be integrated throughout anatomy and not necessarily taught as a standalone unit.

*Physical Science**

The Physical Science Georgia Standards of Excellence are 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. The standards in this course are designed as a survey of the core ideas in the physical sciences. Those core ideas will be studied in more depth during the chemistry and physics courses. 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. Students investigate physical science concepts through the study of phenomena, experiences in laboratory settings, and field work.

Science

*Zoology** *Zoology Advanced**

This is a laboratory based course that will survey the nine major phyla of the Kingdom Animalia. Morphology, taxonomy, anatomy and physiology of porifera, cnidaria, platyhelminthes, nematode, rotifer, annelid, bryozoa, mollusca, arthropods, echinodermata, hemichordate, chordata, agnatha, chondrichthyes, osteichthyes, amphibian, reptilian, aves and mammalian will be investigated through comparative studies done during laboratory observations and dissections. Furthermore, students will compare and contrast methods used by organisms from different phyla to accomplish basic life processes.

*Epidemiology**

The epidemiology curriculum is designed to extend student investigations that begin in Biology. This curriculum is performance-based. It integrates scientific investigations using real world situations to find patterns and determine causation of pathological conditions. Instruction should focus on the design, implementation, and evaluation of studies to increase students' media literacy and their understanding of public health. This course should expand their understanding of the scientific methods and develop critical thinking skills.

*Astronomy**

This course will provide the student with an introduction to the concepts of modern astronomy, the origin and history of the Universe and the formation of the Earth and the solar system. The course gives a description of astronomical phenomena using the laws of physics. The course treats many standard topics including planets, stars, the Milky Way and other galaxies, black holes to more esoteric questions concerning the origin of the universe and its evolution and fate. Although largely descriptive, the course will occasionally require the use of sophomore-high level mathematics. Laboratory exercises include experiments in light properties, measurement of radiation from celestial sources, and observations at local observatories and/or planetariums.

Entomology

This course is designed to continue student investigations that began in grades K-8 and high school biology. To achieve the goal of entomological literacy these standards provide students with basic understanding of insect biology as it relates to agriculture, animal and human health, ecosystem functioning and monitoring, and insect products. Students will investigate these entomological concepts through laboratory and field experience using the processes of inquiry.

Social Studies

*American Government/Civics** *American Government/Civics Advanced**

The government course provides students with a background in the philosophy, functions, and structure of the United States government. Students examine the philosophical foundations of the United States government and how that philosophy developed. Students also examine the structure and function of the United States government and its relationship to states and citizens.

*AP Government/Politics: United States**

Conforms to College Board topics for the AP United States Government and Politics examination. Covers federalism, separation of powers, influences on the formulation and adoption of the Constitution, political beliefs, political parties and elections, interest groups, institutions and policy processes and civil liberties and civil rights.

*World History** *World History Advanced**

The high school world history course 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.

*AP World History**

Conforms to the College Board topics for AP World History. Includes study of cultural, political, social and economic history. Stresses research and writing skills.

*United States History** *United States History Advanced**

The high school United States history course 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.

*AP United States History**

Conforms to College Board topics for the AP United States History examination. Covers discovery and settlement, colonial society, the American Revolution, Constitution and the New Republic, Age of Jefferson, nationalism, sectionalism, territorial expansion, Civil War, reconstruction, industrialization, Progressive Era, World War I, Depression, New Deal, World War II and The Cold War.

Social Studies

*Personal Finance and Economics** *Personal Finance and Economics Advanced**

Economics is the study of how individuals, businesses, and governments make decisions about the allocation of scarce resources. The economics course provides students with a basic foundation in the field of economics. The course has five sections: fundamental concepts, microeconomics, macroeconomics, international economics, and personal finance. In each area, students are introduced to major concepts and themes concerning that aspect of economics. These sections and the standards and elements therein may be taught in any order or sequence.

*AP Macroeconomics**

Conforms to College Board topics for the AP Macroeconomics examination. Covers basic economic concepts, measurement of economic performance, national income and price determination and international economics and growth. (may substitute for 45.06100)

*Psychology**

Psychology is 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.

*AP Psychology**

Conforms to College Board topics for the Advanced Placement Introductory Psychology Examination. Covers methods, approaches and the history of psychology as a science, biological bases of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, developmental psychology, personality, testing and individual differences, abnormal psychology, treatment of psychological disorders and social psychology.

*AP Human Geography**

Students will be introduced to the systematic study of patterns and processes that have shaped human understanding, use and alteration of the Earth's surface. Students will employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. Students will learn about the methods and tools geographers use in their science and practice.

*AP European History**

Conforms to College Board topics for the Advanced Placement European History Examination. Covers intellectual and cultural history, political and diplomatic history and social and economic history.

*Ethnic Studies**

Examines the diversity of American society; focuses on various ethnic groups that make up the American population. Covers cultural orientation, contributions of each group and cultural perspectives of each group. Integrates and reinforces social studies skills.

Social Studies

*US History in Film**

Explores United States History through film. This course includes analysis and interpretation of events through both print and film.

*Holocaust and Genocide Studies**

Students will explore the ramifications of antisemitism, prejudice and indifference, the potential for government supported terror, and acts of resilience, resistance, and valor.

*Introduction to American Indian Studies**

Students will explore, through various disciplinary lenses, the culture, history, art, accomplishments, and the march towards societal and political equality as they relate to the lives of American Indian people in the United States. This course is an introduction to the study of American Indian people in the United States.

*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.

*Introduction to US Intelligence and National Security Studies**

Introduction to U.S. Intelligence and National Security Studies provides a basic and broad overview of the career field of Intelligence, the authorized activities of an intelligence professional, the composition of the United States Government Intelligence Community (IC), the various functions of each of the member agencies, the limits and capabilities of Intelligence and how Intelligence plays a role in the decision-making process of the government. This course is also designed to apply critical analysis to the field of US Intelligence.

*Introduction to US Latinx Studies**

This course is an introduction to the study of Latinx people in the United States. Students will explore, through various disciplinary lenses, the culture, history, art, accomplishments, and the march towards societal and political equality as they relate to the lives of Latinx people in the United States. There are no standards associated with this course.

*Introduction to African American/Black Studies**

This course is an introduction to the study of African American/Black people in the United States. Students will explore, through various disciplinary lenses, the culture, history, art, accomplishments, and the march towards societal and political equality as they relate to lives of African Americans/Blacks in the United States. There are no standards associated with this course.

Social Studies

*Peer Leadership I**

This course is designed to provide students with student government and academic leadership opportunities both in and outside of the classroom.

AP African American Studies Pilot (Cedar Shoals High School)

This course examines the history, politics, and economics of North American people of African descent.

Career, Technical and Agricultural Education (CTAE)

Career Pathways are state-approved career enhancement programs designed as coherent, articulated sequences of rigorous academic and career-related courses starting in the ninth grade. This sequential set of pathway courses provide a strong foundation for an associate and/or baccalaureate degree. Pathway completion requires an End of Pathway Assessment (EOPA) where students can obtain industry-recognized credentials or licensure.

All CTAE high school pathway courses must be taken in sequential order. Additionally, our CTAE program model strongly encourages students to enroll in Work-Based Learning during or following completion of their pathways.

CTAE CONCENTRATOR: A concentrator is defined as a student who takes at least two Career Technical Courses in a specific program area during his/her high school career.

PATHWAY COMPLETER: A pathway completer is a concentrator who completes three sequential pathway courses.

CTAE JOB READY PROCESS

Step 1
Complete the three courses in your pathway



Not Job Ready



Step 2
Pass the EOPA to earn a credential of value



Almost Job Ready



Step 3
Earn a Work-Based Learning credit



Job Ready



Career, Technical and Agricultural Education (CTAE)

Agriculture Education/Agriscience Courses

Basic Agriculture Science and Technology

This course is designed as the foundational course for all Agriculture, Food & Natural Resources Pathways. The course introduces the major areas of scientific agricultural production and research; presents problem solving lessons and introductory skills and knowledge in agricultural science and agri-related technologies. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.

Agribusiness Management and Leadership (AG-AML)

Provides for the in-depth study and development of skills in leadership, citizenship and communications necessary to participate in agricultural and community organizations and to become contributing members of society. Emphasizes communications and speaking skills, leadership qualities, democratic processes, problem solving and decision making, leadership styles, goal setting, self concepts, small and large group dynamics, school-to-work transition skills and personal financial management. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.

*General Horticulture and Plant Science**

This course is designed as an introduction for the Horticulture-Plant Science Pathway Program of Study. The course introduces the major concepts of plant and horticulture science. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities. This course also fulfills the fourth science requirement.

Nursery and Landscape

This course is designed to provide students with the basic skills and knowledge utilized by the green industry in nursery production and management and landscape design and management. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.

Floral Design and Management

This laboratory course is designed to prepare students to apply systematic business procedures and design principles in the operation of a retail or wholesale floral business. Students will learn about the cut flower industry, the history of floral design, identification of flowers and foliage, design shapes, mechanics of design, everlasting flowers, and use knowledge and skills to create custom design work for special occasions.

Career, Technical and Agricultural Education (CTAE)

Agriculture Education/Agriscience Courses (Cont'd.)

*Animal Science Technology/Biotechnology**

This course is designed to introduce students to the scientific principles that underlie the breeding and husbandry of agricultural animals, and the production, processing, and distribution of agricultural animal products. This course introduces scientific principles applied to the animal industry; covers reproduction, production technology, processing, and distribution of agricultural animal products. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities. This course also fulfills the fourth science requirement.

*Veterinary Science**

The agricultural education course in veterinary science covers the basics of animal care. Topics covered include disease, parasites, feeding, shelter, grooming, and general animal care. The target population is career preparatory students desiring to continue education after high school or to enter the workforce after graduation from high school. College preparatory students benefit from the course as an elective if they plan to enter college and pursue a degree to enter the veterinary profession. This course allows students entering the workforce after graduation from high school to develop entry-level skills to become employed and to continue education on the job.

Veterinary Science Pathway

- Basic Agricultural Science
- Animal Science and Biotechnology
- Veterinary Science

Plant and Landscape Systems Pathway

- Basic Agricultural Science
- General Horticulture and Plant Science
- Nursery and Landscape

Plant and Floral Design System Pathway (CEN Only)

- Basic Agricultural Science
- General Horticulture and Plant Science
- Floral Design and Management

Agriculture Leadership in Horticulture

- Basic Agricultural Science
- General Horticulture and Plant Science
- Agribusiness Management and Leadership

Career, Technical and Agricultural Education (CTAE)

Engineering and Technology Courses

Foundations of Engineering and Technology

The Foundations of Engineering and Technology is the introductory course for the Engineering and Technology Education pathways. This STEM driven course provides the students with an overview of engineering and technology including the different methods used in the engineering design process developing fundamental technology and engineering literacy.

Engineering Concepts – Prerequisite: Foundations of Engineering and Technology

Engineering Concepts is the second course in the Engineering and Technology Pathway. Students will learn to design technical solutions to engineering problems using a whole systems approach to engineering design. Students will demonstrate the application of mathematical tools, teamwork, and communications skills in solving various design challenges, while maintaining a safe work environment.

Engineering Applications – Prerequisite: Engineering Concepts

Engineering Applications is the third course in the Engineering and Technology Pathway. Students will apply their knowledge of Science, Technology, Engineering, and Math (STEM) to develop solutions to technological problems.

Business, Management, and Administration Courses

Introduction to Business & Technology

Introduction to Business & Technology is the foundational course for Business and Technology, Entrepreneurship, 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.

Business and Technology

Business and Technology is designed to prepare students with the knowledge and skills to be an asset to the collaborative, global, and innovative business world of today and tomorrow.

Career, Technical and Agricultural Education (CTAE)

Business, Management, and Administration Courses (Cont'd.)

Business Communications

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.

Marketing and Management Courses

Marketing Principles

Marketing Principles is the foundational course for the Marketing and Management, Fashion Merchandising and Buying, and Marketing Communications and Promotion Pathways. Marketing Principles addresses all the ways in which marketing satisfies consumer and business needs and wants for products and services.

Marketing and Entrepreneurship

Marketing and Entrepreneurship begins an in-depth and detailed study of marketing while also focusing on management with specific emphasis on small business ownership. This course builds on the theories learned in Marketing Principles by providing practical application scenarios which test these theories.

Marketing Management

In this course, students assume a managerial perspective by applying economic principles in marketing, analyzing operation's needs, examining channel management and financial alternatives, managing marketing information, pricing products and services, developing product/service planning strategies, promoting products and services, purchasing, and professional sales. This course also includes global marketing where students analyze marketing strategies employed in the United States versus those employed in other countries.

Business and Technology

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

Marketing and Management

- Marketing Principles
- Marketing and Entrepreneurship
- Marketing Management

Career, Technical and Agricultural Education (CTAE)

Information Technology Courses

Introduction to Software Technology

Introduction to Software Technology is the foundational course for Cloud Computing, Computer Science, Game Design, Internet of Things, Programming, Web and Digital Design, and Web Development pathways. This course is designed for high school students to understand, communicate, and adapt to a digital world as it impacts their personal life, society, and the business world.

*Computer Science Principles** (4th science credit option)

This course emphasizes the content, practices, thinking and skills central to the discipline of computer science. 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.

*AP Computer Science A** (4th science credit option)

Students will write, run and debug computer programs, use and implement commonly used algorithms and data structures to solve problems, develop and select appropriate algorithms, code fluently in an object-oriented paradigm, use standard Java, read and understand a large program consisting of several classes and read and understand a description of the design and development process leading to such a program.

*AP Computer Science Principles** (4th science credit option)

AP Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology impact the world. This new College Boards course was developed with a unique focus on creative problem solving and real-world applications.

Transportation, Distribution and Logistics Courses (CED only)

General Automotive Technology Pathway

There are three courses in this Pathway, which include classroom and laboratory experiences enabling students to develop technical and academic skills for preparation for employment in the automotive services industry.

Career, Technical and Agricultural Education (CTAE)

General Automotive Technology Pathway (Cont'd.)

Automotive Technologies 1

This course is designed as the foundational course for the General Automotive Technology pathway. Students in this course will learn the basic skills needed to gain employment as an entry level automotive technician. Students will be exposed to courses in automotive preventative maintenance, brakes, steering and suspension, electrical systems, engine repair, engine performance, automatic transmission, manual transmission and differential & automotive HVAC. The hours completed in this course are aligned with ASE standards and are a base for the entry-level technician.

Automotive Technologies 2 - Prerequisite: Automotive Technologies 1

This course is designed as the second course for the General Automotive Technology Pathway. Students in this course will learn the basic skills needed to gain employment as an entry level automotive technician. Students will be exposed to courses in automotive preventative maintenance, brakes, steering and suspension, electrical systems, engine repair, engine performance, automatic transmission, manual transmission and differential & automotive HVAC. The hours completed in this course are aligned with ASE standards and are a base for the entry-level technician.

Automotive Technologies 3 - Prerequisite: Automotive Technologies 2

This course is designed as the third course for the General Automotive Technology Pathway. Students in this course will learn the basic skills needed to gain employment as an entry level automotive technician. Students will be exposed to courses in automotive preventative maintenance, brakes, steering and suspension, electrical systems, engine repair, engine performance, automatic transmission, manual transmission and differential & automotive HVAC. The hours completed in this course are aligned with ASE standards and are a base for the entry-level technician.

Automotive Technologies 4 - Prerequisite: Automotive Technologies 3

This course is designed as the first course for the Advanced Automotive Technology Pathway. Students in this course will learn the basic skills needed to gain employment as an entry level automotive technician. Students will be exposed to courses in automotive preventative maintenance, brakes, steering and suspension, electrical systems, engine repair, engine performance, automatic transmission, manual transmission and differential & automotive HVAC. The hours completed in this course are aligned with ASE standards and are a base for the entry-level technician.

Career, Technical and Agricultural Education (CTAE)

General Automotive Technology Pathway (Cont'd.)

Automotive Technologies 5 - Prerequisite: Automotive Technologies 4

This course is designed as the second course for the Advanced Automotive Technology Pathway. Students in this course will learn the basic skills needed to gain employment as an entry level automotive technician. Students will be exposed to courses in automotive preventative maintenance, brakes, steering and suspension, electrical systems, engine repair, engine performance, automatic transmission, manual transmission and differential & automotive HVAC. The hours completed in this course are aligned with ASE standards and are a base for the entry-level technician.

Automotive Technologies 6 - Prerequisite: Automotive Technologies 5

This course is designed as the third course for the Advanced Automotive Technology Pathway. Students in this course will learn the basic skills needed to gain employment as an entry level automotive technician. Students will be exposed to courses in automotive preventative maintenance, brakes, steering and suspension, electrical systems, engine repair, engine performance, automatic transmission, manual transmission and differential & automotive HVAC. The hours completed in this course are aligned with ASE standards and are a base for the entry-level technician.

Arts, A/V Technology, and Communications Courses

Graphic Communications Pathway

Introduction to Graphics and Design

The goal of this course is to provide all students with an introduction to the principles of graphic communications and design and its place in the world. This course should also help students to use computers effectively, thus providing a foundation for successfully integrating their own interests and careers with the resources of a technological society. They can learn the theories behind creating aesthetically pleasing designs and how to work with consumers.

Graphic Design and Production

This course focuses on the procedures commonly used in the graphic communication and design industries. Students will gain experience in creative problem-solving and the practical implementation of those solutions across multiple areas of graphic communications.

Career, Technical and Agricultural Education (CTAE)

Graphic Communications Pathway (Cont'd.)

Advanced Graphic Output Processes

As the third course in the Graphics Communication Pathway, students will gain more advanced levels of experience to complete the output processes of various projects in an increasingly independent manner. Students also learn to manage the output and completion process as a whole including customer relations management, printing, finishing, and binding. Students will continue to accumulate work samples that will constitute their personal portfolio. Upon successful completion of the course, students are prepared to move into employment or a post-secondary educational environment where self-motivation and a high level of skill are expected. This is the final course in the Graphic Communication Pathway. The prerequisite for this course is Graphic Design and Production.

Animation and Digital Media Pathway

Introduction to Digital Media

Students in the Introduction of Digital Media course will learn the basic components of 2-D and 3D animation development from storyboarding elements to fundamental software capabilities. The course serves as an introduction to the animation history, keyboarding shortcuts, project filing, and career awareness. Instruction in this course focuses on storyboard creation, the physics and anatomy of motion, technology of animation, properties and use of color, cameras and lighting, fundamentals of modeling and animating, creating a portfolio and file management. This course provides a structure for digital literacy as well as development of technical knowledge and intellectual skills for analytical thinking; in addition, students will work productively and responsibly in individual and collaborative settings. This introductory pathway course of three sequenced courses will give students the opportunity to earn an industry credential in animation. No prerequisite for this course.

Career, Technical and Agricultural Education (CTAE)

Animation and Digital Media Pathway (Cont'd.)

Principles and Concepts of Animation

In Principles and Concepts of Animation, students will continue to develop and implement aesthetics of color selection, storyboarding in 2-D digital animation, and develop animatic creations from 2-D to 3-D. Students in this course will learn interface tools, the use of drawing tools, animating the camera, importing images from web sources and files, working with sound and lip syncing, understanding paths and motion design, and frame by frame animation creation relative to sequence planning and pacing. This course will allow students to explore more advanced aspects of character animation including subtle character gesture and advanced action timing with emphasis on personal observation. The course will allow students to develop an understanding of basic sound considerations such as lip syncing, voice-overs, and the synchronization of sound with the visual product. This course will allow students to build on previously learned storyboarding skills, develop scripts, determine character motivations, consider setting and motion variables, and learn other unique traits of animation through integrated activities. Prerequisite(s): Introduction to Digital Media.

Advanced Animation, Game and APP Design

In this course students will continue working in 2-D and 3-D environments by importing 3D models while working in 3-D space morphing, and inverse kinematics. While learning the basics of Game and APP design, the students will acquire knowledge of human and animal animations, apply the aesthetic and technical aspects of animation of characters, and analyze the physics and physicalization of action, weight, and timing. The course advances students' knowledge of sound integration into animated products; by focusing on skills that include lip-syncing, voice overs, and synchronization. Portfolio development will include animation reels and other products. Students will learn the processes of post-production and will work both independently and in small production teams to manage the production pipeline for a 3-D project. In the final phases of the project completion, students will work collaboratively to meet deadlines and will be expected to produce an animated final project that reflects competency with editing, rendering, updating reel, and self-promotional support items. Students may also develop a working game or app as a final project. Through the exploration of projects, students will continue to work independently and collaboratively to develop content delivery, story and technical mastery. The prerequisite for this course is Principles and Concepts of Animation.

Career, Technical and Agricultural Education (CTAE)

Animation and Digital Media Pathway (Cont'd.)

Animation Practicum/Capstone

This course is designed to offer students (preferably upper classmen - juniors or seniors) the opportunity to become effective and efficient multi-skilled animators as they develop a working knowledge of various animation opportunities. Students focusing on a career path in the animation field may apply classroom/lab knowledge and skills in the studio setting as they participate in direct or simulated client process. The curriculum allows instructors to provide options for classroom/student growth opportunities in area(s) of interest to the student.

Audio and Visual Technology and Film Pathway

Audio and Video Technology and Film I (CED and CEN campuses only - pathway continues at ACCA)

This course will serve as the foundational course in the Audio and Video Technology and Film pathway. The course prepares students for employment or entry into a postsecondary education program in the audio and video technology career field. Topics covered may include, but are not limited to: terminology, safety, basic equipment, script writing, production teams, production and programming, lighting, recording and editing, studio production and professional ethics.

Audio and Video Technology and Film II (ACCA)

This one credit course is the second in a series of three that prepares students for a career in Audio Video Technology and Film production and/or to transfer to a postsecondary program for further study. Topics include planning, writing, directing and editing a production, field equipment functions, operational set-up and maintenance, advanced editing operations, studio productions, performance, audio/video control systems, production graphics, career opportunities and professional ethics.

Broadcast Video Production Applications (ACCA)

Broadcast Video Production Applications is designed to facilitate student-led projects under the guidance of the instructor, as well as provide opportunities for students to master skills necessary to gain entry level employment or to pursue a post-secondary degree or certificate. Students work cooperatively and independently in all phases of production. Topics include advanced camera techniques, audio production, scriptwriting, producing, directing, editing, employability skills, and development of a digital portfolio to include resume', references, and production samples.

Career, Technical and Agricultural Education (CTAE)

Teaching as a Profession Pathway

Examining the Teaching Profession

This course offers an introduction to the teaching profession. This course is designed to engage students in creative, rigorous, hands-on activities while learning how to teach as well as learning about themselves. Teaching as a Profession students study, apply, and practice the use of current technologies, effective teaching and learning strategies, the creation of an effective learning environment, the creation of instructional opportunities for diverse learners and students with special needs, and plan instruction based on knowledge of subject matter, students, community, and curriculum performance standards.

Contemporary Issues in Education

In this course students explore issues surrounding education, past and present, and use classroom discussions and debates to express our thoughts and opinions on the current education landscape. Students will investigate issues influencing the social and political contexts of educational settings in Georgia and the United States and actively examine the teaching profession from multiple vantage points both within and outside of the school.

Teaching as a Profession Practicum

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

Hospitality and Hotel Management Pathway

Hospitality, Recreation and Tourism Essentials

The Hospitality, Recreation and Tourism Pathway educates students on the basics of marketing and business in relation to the hospitality, recreation, and tourism industry in the U.S. and abroad. Students will study destination geography, world economies, and historical timelines related to major segments of the hospitality industry. Students will determine how the HRT industry uses marketing to achieve goals. The vital roles of group, convention and meeting planning, human relations, communications, and ethics will be examined along with the recreation industry segment.

Career, Technical and Agricultural Education (CTAE)

Hospitality and Hotel Management Pathway (Cont'd.)

Hospitality, Recreation and Tourism Management

The Hospitality, Recreation and Tourism (HRT) Pathway will ensure that students develop a leadership perspective about social, environmental, economic and consumer factors impacting the HRT industry. Students will analyze operations, control systems, management structures, service levels, cost effective operations and related technology. Students will demonstrate skills in handling legal and liability issues and human resources functions. Throughout the course, students will develop an innate understanding that exemplary customer service skills define success in the industry.

Hotel Operations and Applications

The Hospitality and Hotel Management Pathway ensures that students gain an understanding of the organizational structures of different hotels and daily operational procedures. The course will lead the students to examine the roles and responsibilities of various divisions within a hotel operation and the impact of each on guest experience. The students will determine the different types of staffing that is necessary for different properties as well as analyze financials for the hotel industry.

(The district is awaiting course approval from GADOE for this third course of the pathway).

Government and Public Administrations/ Social Studies Embedded Pathway

*Introduction to Government and Public Administration**

This is the foundational course for the Public Management and Administration Pathway and introduces students to the introductory knowledge and technical skills of working in public service and serving the general public in a government or public administration career. Topics will include identifying personal strengths and weaknesses and include oral and written communication skills, critical thinking for problem solving, developing leadership and teamwork skills, employability skills, and technical skills for this career cluster. Students will receive elective credit and American Government credit for this course. The prerequisite for this course is advisor approval.

Career, Technical and Agricultural Education (CTAE)

Government and Public Administrations/ Social Studies Embedded Pathway (Cont'd.)

*Government and Public Administration: State and Federal Issues**

This course will look at the roles of the state and federal governments, state agencies, and public administrations to support and sustain services and resources. Topics will include the role of government in providing services for the U.S. population; the impact the U.S. will have on other nations and in turn their impact on the United States. The professional traits required of those working in this field to be prepared for safety, health, environmental, as well as creating publicity materials, public relations and working with media. Students will receive elective credit for this class and Introduction to US Intelligence and National Security Studies for this course.

*Government and Public Administration: Local and State Issues**

This course applies the skills needed in government and public administration professions, including the application of leadership and teamwork within the classroom. Topics may include working within budgets, negotiation/communication with co-workers, developing proposals, making oral presentations and appropriate responses to workplace situations based on legal and ethical considerations. Students will complete an independent research project that applies to a government and public administration career. Students will be required to make a written and oral presentation at the end of the course summarizing their research project and submit an updated career portfolio. Students will receive elective credit and Personal Finance & Economics credit for this course.

Career, Technical and Agricultural Education (CTAE)

Workforce Ready Pathway

Introduction to Career Competencies

In this course students acquire employability skills that ease their transition to the workforce. Specific skills within the course provide additional opportunities for students to sharpen academic and employability skills, financial literacy, multiple forms of communication strategies, mastery of technology and specific-related tools, workplace safety, and self-advocacy approaches. These essential skills and concepts need to be taught in an individualized basis to meet the academic and workplace skill-needs of students. Through participation in this career pathway, students will learn about the world of work by achieving academic challenges, participating in project-based learning activities, workplace enrichment experiences, and participation in a Career and Technical Student Organization (CTSO) that provides inner-personal and group-related leadership skills.

Requisite Exposure: Teacher will need to allow or provide for guest speakers to visit classrooms to provide workforce simulations, information, and case studies. Teacher will also need to allow or provide for business and industry/community access through visits, tours, shadowing, internships, work-based learning, registered apprenticeship, and/or related opportunities such that students experience work-related settings.

Career Competencies

In this course students acquire employability skills that ease their transition to the workforce. Specific skills within the course provide additional opportunities for students to sharpen academic and employability skills, financial literacy, multiple forms of communication strategies, mastery of technology and specific-related tools, workplace safety, and self-advocacy approaches. These essential skills and concepts need to be taught in an individualized basis to meet the academic and workplace skill-needs of students. Through participation in this career pathway, students will learn about the world of work by achieving academic challenges, participating in project-based learning activities, workplace enrichment experiences, and participation in a Career and Technical Student Organization (CTSO) that provides inner-personal and group-related leadership skills.

Requisite Exposure: Teacher will need to allow or provide for guest speakers to visit classrooms to provide workforce simulations, information, and case studies. Teacher will also need to allow or provide for business and industry/community access through visits, tours, shadowing, internships, work-based learning, registered apprenticeships, and/or related opportunities such that students experience work-related settings.

Career, Technical and Agricultural Education (CTAE)

Workforce Ready Pathway (Cont'd.)

Advanced Career Competencies

In this course students will use various opportunities and settings to demonstrate knowledge and application of employability skills acquired in prior courses. Specific skills within the course provide additional opportunities for students to sharpen academic and employability skills, financial literacy, multiple forms of communication strategies, leadership skills, mastery of technology and specific-related tools, workplace safety, and self-advocacy approaches. In this course students will have heavy exposure to workplace and community experiences, complete and present career portfolios, complete a community/school service project, hone leadership skills, and earn business and industry recognized credentials. These essential skills and concepts need to be taught in an individualized basis to meet the academic and workplace skill-needs of students. Through participation in this career pathway, students will learn about the world of work by achieving academic challenges, participating in project-based learning activities, workplace enrichment experiences, and participation in a Career and Technical Student Organization (CTSO) that provides inner-personal and group related leadership skills.

Requisite Exposure: Teacher will need to allow or provide for guest speakers to visit classrooms to provide workforce simulations, information, and case studies. Teacher will also need to allow or provide for business and industry/community access through visits, tours, shadowing, internships, work-based learning, registered apprenticeships, and/or related opportunities such that students experience work-related settings.

Fine Arts

Fine Arts High School Pathways and Diploma Seal

Students may complete a Fine Arts Pathway in Dance, Music, Theatre, or Visual Art by taking a series of 3 full credits in one fine arts subject area. There are no end of Pathway tests for the four Fine Arts Pathways.

Students who complete a pathway and an additional fourth credit in the arts or creative industry course, complete 20 hours of arts-related community service, participate in 2 or more extracurricular activities, and complete a capstone project are eligible for the Fine Arts Diploma Seal.

Documentations and capstone presentations are due in April. Contact a high school Fine Arts department chair (CED and CEN) for more information.

Beginning Band I-IV
Intermediate Band I-IV
Advanced Band I-IV
Mastery Band I-IV

Courses focus on the development and refining of performance skills and precision on a wind or percussion instrument at progressing levels. Emphasizes performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and music appreciation. Stresses individual, self-paced progress and ensemble experiences.

Beginning Chorus
Intermediate Chorus
Advanced Chorus

Courses focus on the development of performance skills and knowledge in mixed choral singing at progressing levels. Emphasizes performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and music appreciation. Stresses individual progress and group experiences.

Intermediate Choral Ensemble
Advanced Choral Ensemble

Courses offer opportunities for intermediate-level performers to increase performance skills and knowledge in large group choral singing at progressing levels. Emphasizes performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and music appreciation. Stresses individual progress and group experiences offering large and small ensemble experiences.

Fine Arts

Theatre Arts/Fundamentals I-IV

Courses develop and apply performance skills through access to basic vocal, physical and emotional exercises including improvisation, scene study and related technical art forms. Opportunities in upper level courses include producing and studying children's theater and literature as related to theater with performance opportunities, as well as opportunities to produce and write plays for presentation exploring the role of the playwright.

Theatre Arts/Acting I- II

Courses focus on advanced acting process stressing the development of imagination, observation, concentration powers and self-discipline. Includes developing physical and vocal control while transmitting emotions, convictions and ideas enhancing self-confidence and self-awareness. Focuses on classical and historical scene study.

Theatre Arts/Advanced Drama I-II

Courses focus on acting and theater as disciplined art forms, covering methods to observe and understand human behavior and to use those observations to create a character. Includes basic techniques of stage movement and use of physical expression for communication and enhances vocal techniques and specific patterns for better verbal communication. Uses historical, textual and improvisational studies.

Theatre Arts/Musical Theatre I-II

Courses focus on the style and characteristic elements of modern musical theater covering production, staging, orchestration, voice and dance. Provides an opportunity for team teaching through interdisciplinary collaboration with the chorus, band, art, technology, physical education and dance instructors. Offers opportunity for performance.

Beginning Piano *Intermediate Piano* *Advanced Piano* *Master Piano*

Courses focus on piano keyboard techniques covering performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and music appreciation at progressing levels. Provides an individualized setting.

Modern Dance I-IV

Courses focus on modern dance covering shape, form, line and experimentation with individual expression and creativity. Stresses aesthetic perception, creative expression and performance, historical and cultural heritage and aesthetic judgment and criticism. Upper level courses emphasize intermediate and advanced-level technical skills, speed and quality of movement, complex combinations, improvisational performance technique, the development of individual style and artistic growth. Offers performing and observation opportunities.

Fine Arts

Beginning Guitar *Intermediate Guitar* *Advanced Guitar*

Courses allow students to apply their skills in four major categories: skills and techniques/performance, creation, critical analysis and cultural and historical context. Students will read and notate music and perform alone and with others in a variety of musical genres.

Beginning Music Technology *Intermediate Music Technology* - Prerequisite: Must read music *Advanced Music Technology*

Courses will focus on the concepts of music technology and its use in current music production methods. Intermediate and advanced courses will incorporate MIDI protocol, multi-track compositions using sequencing software, song accompaniments, notation software and operational techniques for sound reinforcement systems.

Music Appreciation

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

AP Music Theory

Conforms to College Board topics for the AP Music Theory examination. Covers terminology and notational skills, writing skills, visual analysis and aural skills and advanced levels of understanding.

Intermediate Beginning Orchestra I-II *Advanced Beginning Orchestra I-II* *Mastery Orchestra I-IV*

Courses focus on the development of performance skills and precision on orchestral stringed instruments at progressing levels. Emphasizes performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and music appreciation. Stresses individual, self-paced progress and ensemble experiences.

Visual Arts/Art History I

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

Fine Arts

Visual Arts/Sculpture I - IV

Introduces the design and production of relief sculpture and sculpture-in-the-round. Emphasizes the historical origins and functions of sculpture in Western and non-Western cultures. Includes additive, subtractive and modeling methods. Explores traditional and nontraditional materials for sculpted works and the work of both historical and contemporary sculptural artists.

Visual Arts Comprehensive I-VIII

Courses focus on art history, art criticism, aesthetic judgment and studio production. Emphasizes the ability to understand and use elements and principles of design through a variety of media, processes and visual resources. Explores master artworks for historical and cultural significance and examines the role of art and the artist in past and contemporary societies.

Visual Arts/Photography I-IV

Introduces photography as an art form. Covers the historical development of photography and photographic design and its cultural influences. Emphasizes the basics of exposing and processing photographs by introducing traditional and digital photography. Stresses appropriate processing techniques and safe use of photographic materials and equipment.

Visual Arts/Ceramics I-IV

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.

AP Studio Art: Drawing

Conforms to College Board topics for the AP Studio Art Drawing Portfolio examination. Requires submission of original works and slides to be evaluated on quality. Provides experiences using different drawing media and approaches; designed for students interested in the practical experiences of art.

AP Studio Art: 2D Design Portfolio

Conforms to College Board topics for the Advanced Placement Studio 2D Design Portfolio Examination. Requires submission of original works and slides to be evaluated on quality. Provides experiences using different drawing media and approaches; designed for students interested in the practical experiences of art.

AP Studio Art: 3D Design Portfolio

Conforms to College Board topics for the Advanced Placement Studio 3D Design Portfolio Examination. Requires submission of original works and slides to be evaluated on quality. Provides experiences using different drawing media and approaches; designed for students interested in the practical experiences of art.

Fine Arts

AP Art History

The focus of the AP Art History course is the functions and effects of art. Students consider influential forces like patronage, politics, class, belief, gender and ethnicity in their analysis of art forms. They examine styles, techniques, themes and chronology, comparing and contrasting art forms from various perspectives. Students explore a specific set of 250 works of art in 10 content areas beginning with art from global prehistory and ending with global works from the present.

Health and Physical Education

Health and Personal Fitness

The health portion of this course explores the mental, physical and social aspects of life and how each contributes to total health and well-being. The course emphasizes safety, nutrition, mental health, substance abuse prevention, disease prevention, environmental health, family life education, health careers, consumer health and community health. In the physical education portion, instruction in methods to attain a healthy level of physical fitness is emphasized. The course 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.

General Physical Education I-II

Courses focus on any combination or variety of team sports, lifetime sports, track and field events, aquatics/water sports, outdoor education experiences, rhythmic/dance, recreational games, gymnastics and self-defense. Provides basic methods to attain a healthy and active lifestyle.

Aerobic Dance Advanced Aerobic Dance

Courses provide 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 and enhancing strength, cardiovascular endurance, flexibility, coordination and muscular endurance through aerobic dance. Emphasizes self-management and adherence strategies.

Body Sculpting Advanced Body Sculpting Advanced Personal Fitness

Provides methods to redefine body shape through specific exercises. Covers weight training, conditioning exercises and proper nutrition to improve muscle t1, 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.

Exercise and Weight Control Advanced Exercise and Weight Control

Provides safe, effective and physiologically sound ways to manage weight and alter metabolism and body composition, providing self-management and adherence strategies to continue weight control through a safe and effective exercise program. Includes consumer information on products, programs and fitness concepts for developing healthy lifetime habits.

Health and Physical Education

Introduction to Lifetime Sports - Senior Level

Courses focus on fundamental skills, strategies and rules associated with lifetime sports such as bowling, golf, tennis, racquetball, baseball, badminton, roller skating and skiing.

Physical Conditioning Advanced 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.

Introduction to Team Sports Intermediate Team Sports Advanced Team Sports

Courses focus on fundamental skills, strategies and rules associated with team sports such as basketball, volleyball, soccer, softball, baseball, field hockey, lacrosse, team handball and flag football.

Weight Training Advanced Weight Training

Courses focus on weight training; emphasizes strength development training and proper lifting techniques. Includes fitness concepts for developing healthy lifetime habits and increasing strength and cardiovascular fitness through an individualized weight training program. Emphasizes self-management and adherence strategies.

Introductory Recreational Games Intermediate Recreational Games Advanced Recreational Games

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

Military Science Courses

The mission of the Junior Reserve Officers' Training Corps (JROTC) is to "motivate young people to be better citizens." The JROTC program prepares students for responsible leadership roles while making them aware of their rights, responsibilities and privileges as American citizens. Three units of JROTC Army courses will satisfy the graduation requirement for Health and Personal Fitness.

Army JROTC LET 1 Alpha *Army JROTC LET 1 Bravo*

This laboratory course is designed to introduce students to the history, customs, traditions, and purpose of the Army JROTC program. It teaches students strategies to maximize their potential for success through learning and self-management. Basic leadership skills to include leadership principles, values and attributes and communications skills are integrated throughout the course. High school students develop an understanding of learning style preferences, multiple intelligences, emotional intelligence, and study skills. These self-assessments will enable students to be self-directed learners. The JROTC curriculum is enhanced through physical fitness activities, extracurricular and co-curricular activities that support the core employability skills standards and McRel academic standards.

Army JROTC LET 2 Alpha *Army JROTC LET 2 Bravo*

This laboratory course is designed to build on the self-discovery skills sets taught in JROTC 1. As self-directed learners, students study the fundamental citizenship skills, the foundation of the American political system and our Constitution. Personal responsibility and wellness is reinforced by diet, nutrition and physical fitness activities. Drug and alcohol awareness and prevention are reinforced. Students are placed in leadership roles that enable them to demonstrate an understanding of basic leadership principles, values, and attributes. The Junior ROTC curriculum is enhanced through physical fitness activities, extracurricular and cocurricular activities that support the core employability skills standards and McRel academic standards.

Army JROTC LET 3 Alpha *Army JROTC LET 3 Bravo*

This laboratory course is designed to build on the leadership experiences developed during JROTC Army 1 and 2. Basic command and staff principles are introduced and include an overview of organizational roles and responsibilities. Leadership strategies, managing conflict, leading others, planning and communications skills are evaluated to improve organizational effectiveness. Career planning is investigated. The Junior ROTC curriculum is enhanced through physical fitness activities, extracurricular and co-curricular activities that support the core employability skills standards and McRel academic standards.

Military Science Courses

Army JROTC LET 4 Alpha *Army JROTC LET 4 Bravo*

This laboratory course is designed to build on the leadership skills developed in JROTC 3. Students develop an in-depth understanding of the branches of military service. Intermediate leadership skills to include leadership principles, values and attributes and communications skills are integrated throughout the course. Financial planning skills are studied through the National Endowment for Financial Education. Fundamental teaching skills are introduced. The JROTC curriculum is enhanced through physical fitness activities, extracurricular and co-curricular activities that support the core employability skills standards and McRel academic standards.

Army Leadership Education 1 (PS-LE1) *Army Leadership Education 2 (PS-LE2)*

This course is designed for LET II and above cadets who have been recommended for enhanced training in leadership development, Army staff operations and military decision making processes. Cadets completing the Leadership Education 1(PS-LE1) course have unlimited opportunities for post secondary education or employment in both the public and private sector and is ideally suited for cadets interested in pursuing a career in business or public management and administration, Foreign Service, governance, military service, national security, small business development, or human resources. Senior Army Instructor approval required.

World Languages

Georgia's Seal of Biliteracy Recognition

The Georgia Seal of Biliteracy recognition (HB 879) was signed into law in May, 2016.

The Georgia Seal of Biliteracy recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. In order to qualify for the Georgia Seal of Biliteracy, a high school graduate shall meet the following criteria:

- (1) Completion of all English language arts requirements for graduation with an overall grade point average of 3.0 or above in those classes; and
- (2) Proficiency in one or more languages other than English, demonstrated by passing a foreign language advanced placement examination with a score of 4 or higher or an international baccalaureate examination with a score of 5 or higher; provided, however, that for languages in which an advanced placement examination is not available, the Department of Education may provide a listing of equivalent summative examinations that local school systems may use in place of such an advanced placement examination.

World Languages Pathway Completion

Students who complete three or more years of the same language will be World Languages Pathway Completers.

French I-II - Prerequisite for levels II-IV: French at the previous level or teacher recommendation*

*French II-IV Advanced**

Courses focus on the French language emphasizing listening, speaking, reading and writing skills and provides opportunities to develop these skills in an integrated way. Provides language development through exploration of familiar and unfamiliar topics as well as opportunities to develop an understanding of French-speaking cultures.

AP French - Prerequisite: French IV or teacher recommendation*

Conforms to College Board topics for the AP French Language examination. Emphasizes using the language for active communication. Stresses the ability to understand French in various contexts, to develop a vocabulary sufficient for reading newspapers, magazines, literary texts and other nontechnical writing and to express oneself in speech and in writing coherently, fluently and accurately.

Spanish I-III - Prerequisite for levels II-IV: Spanish at the previous level or teacher recommendation*

*Spanish I-V Advanced**

Courses focus on the Spanish language emphasizing listening, speaking, reading and writing skills and provides opportunities to develop these skills in an integrated way. Provides language development through exploration of familiar and unfamiliar topics as well as opportunities to develop an understanding of Spanish-speaking cultures.

World Languages

*AP Spanish Language and Culture** -

Prerequisite: Spanish IV, Spanish for Native Speakers 2, or teacher recommendation

Conforms to College Board topics for the AP Spanish Language examination. Emphasizes the ability to comprehend formal and informal spoken Spanish, to acquire the vocabulary and grasp of structure to read newspapers, magazines and Hispanic literature, to compose expository passages and to speak accurately and fluently.

*AP Spanish Literature and Culture** -

Prerequisite: Spanish IV, Spanish for Native Speakers 2, or teacher recommendation

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

*Spanish for Native Speakers 1**

*Spanish for Native Speakers 2**

*Spanish for Native Speakers 3**

Designed for Heritage Language Learners of Spanish, this course can accommodate a wide range of Heritage language learners. The recommended entrance requirement for the beginning level is at the intermediate to mid level of proficiency in listening comprehension on the American Council on the Teaching of Foreign Languages (ACTFL) scale. This course will develop reading, writing, speaking and listening skills. The student will also develop an awareness and understanding of Hispanic cultures, such as language variations, customs, geography and current events.

Non-Departmental Courses

Internship I-IV - Prerequisite: Application and approval by gifted coordinator

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

Community Service/Learning I-IV

These courses provide elective credit to students who show an interest in community-based service or projects.

Study Skills I-IV

Each course introduces and reinforces methods to improve skills in test taking, note taking, time management, problem solving, decision-making, active listening, goal setting and organization. Emphasizes applying skills in content-specific areas and improving reading and writing skills and preparation for standardized tests including Milestones, EOCs, PSAT, ACT and the SAT.

Peer Leadership I/Peer Facilitation I*

This course is designed to provide students with student government and academic leadership opportunities both in and outside of the classroom.

SAT Prep

Focuses on preparing students to take the Critical Reading, Mathematics, and Writing portions of the SAT.

Athens Community Career Academy

Program Description

The Athens Community Career Academy (ACCA) offers a unique and innovative experience to all Clarke County School District high school students. The ACCA is a partnership between the Clarke County School District and Athens Technical College. In addition to high school pathways, students have the opportunity to dual enroll in college courses, take career-themed college certification courses and participate in unique internships. ACCA was named Georgia's College and Career Academy of the Year in 2014.

Grading Scale for College Level Courses

Students enrolled at ACCA will receive an additional 10 points on their high school transcript for college-level courses, similar to AP classes. The extra 10 points only show up on the high school transcript as the college transcript will show the actual grade earned. Unlike AP courses, college courses are awarded as a letter grade on the official college transcript and converted to a numerical grade for the high school transcripts using the scale below:

College Letter Grade	Athens Tech Scale	High School Grade
A	90-100	105
B	80-89	95
C	70-79	85
D	60-69	80
F	0-59	69 (no credit)

Admissions Process (for high school level courses):

To be considered for high school level courses, students must:

- Have fewer than 36 unexcused class period absences the fall semester prior to which they are planning to attend.
- Complete a minimum of (6) Carnegie units of course credit with a 2.0 high school GPA
- Commit to taking the required 3 courses to complete the high school level career pathway and participate in work based learning.
- Students planning to graduate during the current academic year are not eligible to start a new high school pathway, but may take courses in the pathway if there is availability.

Athens Community Career Academy

Admissions Process (for college level courses):

To be considered for ACCA admissions, students must:

- Have fewer than 36 unexcused class period absences the fall semester prior to which they are planning to attend.
- Complete a minimum of (10) Carnegie units of course credit with a 2.0 high school GPA
- Commit to taking the required 3-4 courses to earn a minimum of a Technical Certificate of Credit (TCC)
- Achieve the entrance assessment score requirements of:
 - ACCUPLACER exam with a minimum score of (249) in Writing, (236) in Reading, (229) in Arithmetic, OR
 - ACT exam with a minimum score of (16) in English, (17) in Reading, and (19) in Math, OR
 - SAT exam with a minimum score of (25) in Verbal/Critical Reading and (24) in Math
 - PSAT exam with a minimum score of (23) in Reading, (24) in Writing/Language, and (22) in Math.

*Rising juniors and seniors can waive the testing requirement IF they have a HOPE GPA of 2.6 at the time they apply.

Additional Information:

- Part-Time students must take a minimum of (2) courses per semester.
- ACCUPLACER Exam:
 - Although administered monthly, students are only able to test at the Career Academy twice per school year.
 - Students who test in the adult literacy range will be required to show proof of remediation (i.e. Khan Academy, ACCUPLACER Prep, etc.) before they will be allowed to retake the placement exam.
- Application and exam scores (ACCUPLACER, ACT, or SAT) must be received no later than July 1st or alternate published deadline.

High School Pathways offered at the Athens Community Career Academy:

Advanced Manufacturing and Welding
Allied Health and Medicine
Audio and Video Technology and Film
Cosmetology
Culinary Arts
Hospitality
Teaching as a Profession

Athens Community Career Academy

College Pathways offered at the Athens Community Career Academy:

Courses are transferable to institutions within the Technical College System of Georgia. Students may earn a Technical Certificate of Credit (TCC), Diploma or Associate's Degree (A.S.) in the fields below:

Business Management
Cosmetology
Criminal Justice Technology
Early Childhood Care and Education
Emergency Medical Response
Engineering Technology

Athens Community Career Academy

High School Pathway Course Descriptions

Advanced Manufacturing and Welding

Foundations of Manufacturing and Materials Science

Foundations of Manufacturing and Materials Science is the introductory course for the Manufacturing career pathway. This course provides students with opportunities to become familiar with related careers and develop fundamental technological literacy as they learn about the history, systems, and processes of manufacturing. In addition, the course will provide an overview of the safe use of tools and equipment used in the industry.

Robotics and Automated Systems

Upon completing this course, students will be able to apply their knowledge of computer aided design (CAD), computer numerical control (CNC), robotics, computer assisted manufacturing (CAM), programmable logic controllers, automated guided vehicles (AGV), and computer integrated manufacturing (CIM).

Production Enterprises

The purpose of this course is to give students an understanding of how to design and implement a production system. Students learn how businesses engage in the production of products beginning with pre-production activities and continuing through post-production activities. Additionally, students will learn about the historical and societal impact of production. Students will also develop an understanding of careers available in manufacturing and the skills and education required for those careers.

Audio and Visual Technology and Film Pathway

Audio and Video Technology and Film I (CED and CEN campuses only - pathway continues at ACCA)

This course will serve as the foundational course in the Audio and Video Technology and Film pathway. The course prepares students for employment or entry into a postsecondary education program in the audio and video technology career field. Topics covered may include, but are not limited to: terminology, safety, basic equipment, script writing, production teams, production and programming, lighting, recording and editing, studio production and professional ethics.

Athens Community Career Academy

Audio and Visual Technology and Film Pathway (Cont'd.)

Audio and Video Technology and Film II

This one credit course is the second in a series of three that prepares students for a career in Audio Video Technology and Film production and/or to transfer to a postsecondary program for further study. Topics include planning, writing, directing and editing a production, field equipment functions, operational set-up and maintenance, advanced editing operations, studio productions, performance, audio/video control systems, production graphics, career opportunities and professional ethics.

Broadcast Video Production Applications

Broadcast Video Production Applications is designed to facilitate student-led projects under the guidance of the instructor, as well as provide opportunities for students to master skills necessary to gain entry level employment or to pursue a post-secondary degree or certificate. Students work cooperatively and independently in all phases of production. Topics include advanced camera techniques, audio production, scriptwriting, producing, directing, editing, employability skills, and development of a digital portfolio to include resume, references, and production samples.

Cosmetology

Introduction to Personal Care Service

This course introduces both fundamental theory and practices of the personal care professions including nail technicians, estheticians, barbers, and cosmetologists. Emphasis will be placed on professional practices and safety. Areas addressed in this course include: state rules and regulations, professional image, bacteriology, decontamination and infection control, chemistry fundamentals, safety, Hazardous Duty Standards Act compliance, and anatomy and physiology. Students will experience basic hands-on skills in each area to help them determine the pathway they are most interested in pursuing. By completing courses in the personal care services pathways, students can potentially earn credit toward the hours required by the Georgia State Board of Barbering and/or Cosmetology or hours toward their license as an esthetician or nail technician.

Cosmetology Services II

After exploring the different areas of Personal Care Services in the introduction course, students may choose to pursue further training in cosmetology services. This course as well as additional advanced cosmetology courses is aligned with the Georgia State Board of Cosmetology requirements and licensure, and with the Technical College System of Georgia. This course is designed to enhance the understanding of anatomy of the skin and hair relating to the Cosmetology Industry. Students will master shampooing, permanent waving, haircutting, basic skin care, and make-up application while maintaining safety and sanitation in the workplace set forth by OSHA standards. The prerequisite for this course is Introduction to Personal Care Services.

Athens Community Career Academy

Cosmetology (Cont'd.)

Cosmetology Services III

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

Culinary Arts Pathway

Introduction to Culinary Arts

In this course, fundamental culinary techniques, skills and terminology will be introduced and mastered through the development and implementation of simulations and real-world experiences. Students will implement the philosophy and skills of Farm to Table in developing menus and preparing food.

Culinary I

This course is designed to provide additional experiences and skills through the use of the Farm to Table program. Students will apply and refine their knowledge of culinary techniques, skills and terminology through further menu development and food preparation. Food production skills including portion control, nutritional content and real-world application are developed.

Culinary II

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

Athens Community Career Academy

Entertainment, Sports, & Event Management

Hospitality, Recreation and Tourism Essentials

This course educates students on the basics of marketing and business in relation to the hospitality, recreation, and tourism industry in the U.S. and abroad. Students will study destination geography, world economies, and historical timelines related to major segments of the hospitality industry. Students will determine how the HRT industry uses marketing to achieve goals. The vital roles of group, convention and meeting planning, human relations, communications, and ethics will be examined along with the recreation industry segment.

The Business of Entertainment, Sports and Events Management

Students will focus on the business principles of the sports, entertainment and event management industries. They will be introduced to the variety of career opportunities such as ticket sales, accounting, event promoter, event management or representing a professional athlete or team. Students will develop analytical, critical thinking, and problem-solving skills that industry employers are looking for. Innovative instruction from professionals and collaborative learning will enhance their experience.

Event Planning Operations

The third course in the Entertainment, Sports & Events Management Pathway will expand the student's knowledge of event planning requirements needed to be successful in the industry. Topics include the fundamentals of event planning; selecting event dates and venues; developing agendas, timelines, budgets, and contracts; marketing events; and facilitating events. Educates students on the basics of event planning the in the sports, entertainment, and meetings industry.

Health Science: Allied Health and Medicine

Introduction to Healthcare Science

The concepts of human growth and development, interaction with patients and family members, health, wellness and preventative care are evaluated, as well as the legal and ethical responsibilities of today's healthcare provider. Fundamental health care skills development is initiated including microbiology, basic life support and first aid.

Athens Community Career Academy

Health Science: Allied Health and Medicine (Cont'd.)

Essentials of Healthcare

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. Students receive elective credit and Human Anatomy Credit (4th Science Credit) The prerequisite for this course is Introduction to Healthcare.

Allied Health and Medicine

This course is designed to offer students (preferably upperclassmen - juniors or seniors) 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. In 2022-2023, the focus will be on Phlebotomy. Phlebotomists, or phlebotomy technicians, are health care professionals who collect blood samples from patients for tests, transfusions, or donations. Phlebotomy is an entry-level role in laboratory sciences and it's not unusual for phlebotomists to continue their education, working as phlebotomists part-time while continuing school to study nursing, radiography, medical laboratory science or another avenue of health care.

Health Science: Patient Care

Introduction to Healthcare Science

The concepts of human growth and development, interaction with patients and family members, health, wellness and preventative care are evaluated, as well as the legal and ethical responsibilities of today's healthcare provider. Fundamental health care skills development is initiated including microbiology, basic life support and first aid.

Athens Community Career Academy

Health Science: Patient Care (Cont'd.)

Essentials of Healthcare

The Essentials of Healthcare is a medical-focused anatomy course addressing the physiology of each body system, along with the investigation of common diseases, disorders, and emerging diseases. The prevention of disease and the diagnosis and treatment that might be utilized are addressed, along with medical terminology related to each system. This course provides an opportunity to demonstrate technical skills that enforce the goal of helping students make connections between medical procedures and the pathophysiology of diseases and disorders. The prerequisite for this course is Introduction to Healthcare.

Patient Care Fundamentals

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.

Hospitality and Hotel Management Pathway

Hospitality, Recreation and Tourism Essentials

The Hospitality, Recreation and Tourism Pathway educates students on the basics of marketing and business in relation to the hospitality, recreation, and tourism industry in the U.S. and abroad. Students will study destination geography, world economies, and historical timelines related to major segments of the hospitality industry. Students will determine how the HRT industry uses marketing to achieve goals. The vital roles of group, convention and meeting planning, human relations, communications, and ethics will be examined along with the recreation industry segment.

Hospitality, Recreation and Tourism Management

The Hospitality, Recreation and Tourism (HRT) Pathway will ensure that students develop a leadership perspective about social, environmental, economic and consumer factors impacting the HRT industry. Students will analyze operations, control systems, management structures, service levels, cost effective operations and related technology. Students will demonstrate skills in handling legal and liability issues and human resources functions. Throughout the course, students will develop an innate understanding that exemplary customer service skills define success in the industry.

Athens Community Career Academy

Hospitality and Hotel Management Pathway (Cont'd.)

Hotel Operations and Applications

The Hospitality and Hotel Management Pathway ensures that students gain an understanding of the organizational structures of different hotels and daily operational procedures. The course will lead the students to examine the roles and responsibilities of various divisions within a hotel operation and the impact of each on guest experience. The students will determine the different types of staffing that is necessary for different properties as well as analyze financials for the hotel industry.

(The district is awaiting course approval from GADOE for this third course of the pathway).

Teaching as a Profession Pathway

Examining the Teaching Profession (CED and CEN campuses only - pathway continues at ACCA)

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

Contemporary Issues in Education

This course engages the candidate in observations, interactions, and analyses of critical and contemporary educational issues. The candidate will investigate issues influencing the social and political contexts of educational settings in Georgia and the United States and actively examine the teaching profession from multiple vantage points both within and outside of the school. Against this backdrop, the candidate will reflect on and interpret the meaning of education and schooling in a diverse culture and examine the moral and ethical responsibilities of teaching in a democracy.

Teaching as a Profession Practicum

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

Athens Community Career Academy

College Courses by Pathway

Business Management

Course	College Credit Hours
<i>MGMT 1100: Business Plan Development</i>	3
<i>MKTG 1130: Business Regulations and Compliance</i>	3
<i>MKTG 2210: Entrepreneurship</i>	6
Total	12

Cosmetology Shampoo Technician

Course	College Credit Hours
<i>COSM 1000: Introduction to Cosmetology Theory</i>	4
<i>COSM 1020: Hair Care and Treatment</i>	3
<i>COSM 1040: Styling</i>	3
<i>COSM 1120: Salon Management</i>	3
Total	13

Criminal Justice Technology

Course	College Credit Hours
<i>CRJU 1010: Introduction to Criminal Justice</i>	3
<i>CRJU 1030: Corrections</i>	3
<i>CRJU 1040: Principles of Law Enforcement</i>	3
Total	9

Athens Community Career Academy

College Courses by Pathway Early Childhood Care and Education

Course	College Credit Hours
<i>ECCE 1103: Child Growth and Development</i>	3
<i>ECCE 1101: Intro to Early Childhood Care and Education</i>	3
<i>ECCE 1105: Health, Safety and Nutrition</i>	3
Total	9

Emergency Medical Response

Course	College Credit Hours
<i>ALHS 1011: Structure and Functioning of the Human Body</i>	5
<i>ALHS 1090: Medical Terminology for Allied Health Sciences</i>	2
<i>EMSP 1000: Emergency Medical Response</i>	3
Total	10

Engineering Technology (EBT1)

Course	College Credit Hours
<i>ENGL 1101: Composition and Rhetoric</i>	3
<i>ENGT 1000: Introduction to Engineering Technology</i>	3
<i>MATH 1111: College Algebra</i>	3
<i>MATH 1113: Precalculus</i>	3
<i>DFTG 1101: CAD Fundamentals</i>	4
<i>BIOL 1111: Biology I and Lab</i>	4
Total	20

Athens Community Career Academy

College Pathway Course Descriptions

Small Business Management Pathway

MGMT 1100: Business Plan Development

This course develops skills and behaviors necessary for the successful supervision of people and their job responsibilities. Instructors place emphasis on real life concepts, personal skill development, applied knowledge, and the management of human resources. Course content is intended to help managers and supervisors deal with a dramatically changing workplace being affected by technology changes, a more competitive and global marketplace, corporate restructuring, and the changing nature of work and the workforce. Topics include understanding the manager's job and work environment; building an effective organizational culture; leading, directing, and applying authority; planning, decision-making, and problem-solving; human resource management; administrative management; and organizing and controlling.

MKTG 1130: Business Regulations and Compliance

This course introduces the study of contracts and other legal issues and obligations for businesses. Topics include the creation and evolution of laws, court decision processes, legal business structures, sales contracts, commercial papers, Uniform Commercial Code, and risk-bearing devices.

MKTG 2210: Entrepreneurship

This course provides an overview of the steps needed to establish a business. Topics include planning, location analysis, financing, and entrepreneurial ethics and social responsibility.

Cosmetology Shampoo Technician Pathway

COSM 1000: Introduction to Cosmetology Theory

This course introduces the fundamental theory and practices of the cosmetology profession. Instructors emphasize professional practices, safety, and infection control. Topics include state rules and regulations, the state regulatory agency, image, bacteriology, decontamination and infection control, chemistry fundamentals, safety and infection control, Hazardous Duty Standards Act compliance, and anatomy and physiology.

COSM 1020: Hair Care and Treatment

This course introduces the theory, procedures, and products used in the care and treatment of the scalp and hair. Topics include disease disorders and their treatments; the fundamental theory and skills required to shampoo, condition and recondition the hair and scalp; and safety and infection control.

Athens Community Career Academy

Cosmetology Shampoo Technician Pathway (Cont'd.)

COSM 1040: Styling

This course introduces the fundamental theory and skills required to create shapings, pin curls, fingerwaves, roller placement, blow dry styling, thermal curling, thermal pressing, thermal waving, artificial hair and augmentation and comb-outs. Students practice styling techniques on manikins during laboratory exercises. Topics also include braiding and intertwining hair, styling principles, pin curls, roller placement, fingerwaves, skip waves, ridge curls, blow dry styling, thermal curling, thermal pressing, thermal waving, artificial hair and augmentation, comb-outs and safety precautions and practices.

COSM 1120: Salon Management

This course emphasizes the steps involved in opening and operating a privately owned salon. Topics include law requirements regarding salon and spa employment, taxpayer education, federal and state responsibilities, legal requirements for owning and operating a salon business, business management practices, and public relations and career development.

Criminal Justice Pathway

CRJU 1010: Introduction to Criminal Justice

This course introduces the development and organization of the criminal justice system in the United States. Topics include: the American criminal justice system; constitutional limitations; organization of enforcement, adjudication and corrections; and career opportunities and requirements.

CRJU 1030: Corrections

This course provides an analysis of all phases of the American correctional system and practices, including its history, procedures and objectives. Topics include: history and evolution of correctional facilities; legal and administrative problems; institutional facilities and procedures; probation, parole and prerelease programs; alternative sentencing; rehabilitation; community involvement; and staffing.

CRJU 1040: Principles of Law Enforcement

This course examines the principles of the organization, administration and duties of federal, state and local law enforcement agencies. Topics include: history and philosophy of law enforcement, evaluation of administrative practices, problems in American law enforcement agencies, emerging concepts, professionalism and community crime prevention programs.

Athens Community Career Academy

Early Childhood Care and Education Pathway

ECCE 1101: Introduction to Early Childhood Care and Education

Introduces concepts relating the responsibilities and procedures involved in a variety of early childhood care situations. Topics include historical perspectives; professionalism; guidance; developmentally appropriate practices; learning environment (including all children); cultural diversity; and licensing, accreditation and credentialing.

ECCE 1103: Child Growth and Development

Introduces the student to the physical, social, emotional and cognitive development of the young child (prenatal through 12 years of age). The course provides for competency development in observing, recording and interpreting growth and development stages in the young child; advancing physical and intellectual competence; supporting social and emotional development; and examining relationships between child development and positive guidance. Topics include developmental characteristics, prenatal through age 12, developmental guidance applications, observing and recording techniques, ages and stages of development and introduction to children with special needs.

ECCE 1105: Health, Safety and Nutrition

Introduces the theory, practices and requirements for establishing and maintaining a safe, healthy learning environment. Topics include CPR and first aid, health issues, safety issues, child abuse and neglect and nutritional needs of children.

Emergency Medical Response Pathway

ALHS 1011: Medical Terminology for Allied Health Sciences

This course focuses on basic normal structure and function of the human body. Topics include general plan and function of the human body, integumentary system, skeletal system, muscular system, nervous and sensory systems, endocrine system, cardiovascular system, lymphatic system, respiratory system, digestive system, urinary system, and reproductive system.

ALHS 1090: Structure and Functioning of the Human Body

This course focuses on basic normal structure and function of the human body. Topics include general plan and function of the human body, integumentary system, skeletal system, muscular system, nervous and sensory systems, endocrine system, cardiovascular system, lymphatic system, respiratory system, digestive system, urinary system, and reproductive system.

Athens Community Career Academy

Emergency Medical Response Pathway (Cont'd.)

EMSP 1000: Emergency Medical Response

This course serves as the introductory course to the Emergency Medical Services profession. It orients students to the pre-hospital care environment and to issues related to the provision of patient care in both in-hospital and out-of-hospital circumstances. It provides foundational information upon which subsequent curriculum content is based. Successful completion of this course increases the potential for success in subsequent courses and should allow students to apply the fundamental knowledge, skills, and attitudes gained in order to effectively communicate and function safely, ethically, and professionally within the emergency medical services environment.

Engineering Technology Pathway

BIOL 1111/1111L: Biology I and Biology Lab - (meets 4th science graduation requirement)

Provides an introduction to basic biological concepts with a focus on living cells. Topics include chemical principles related to cells, cell structure and function, energy and metabolism, cell division, protein synthesis, genetics and biotechnology.

1111L: Selected laboratory exercises paralleling the topics in BIOL 1111. The laboratory exercises for this course include chemical principles related to cells, cell structure and function, energy and metabolism, cell division, protein synthesis, genetics and biotechnology.

DFTG 1101: CAD Fundamentals

This course establishes safety practices as they relate to a drafting environment. It introduces basic CAD functions while presenting essential principles and practices for line relationships, scale and geometric construction.

ENGL 1101: Composition and Rhetoric - (meets graduation requirements for 10th OR 12th Grade Literature)

Explores the analysis of literature and articles about issues in the humanities and in society. Students practice various modes of writing, ranging from exposition to argumentation and persuasion. The course includes a review of standard grammatical and stylistic usage in proofreading and editing. An introduction to library resources lays the foundation for research. Topics include writing analysis and practice, revision and research. Students write a research paper using library resources and using a formatting and documentation style appropriate to the purpose and audience.

Athens Community Career Academy

Engineering Technology Pathway (Cont'd.)

ENGT 1000: Introduction to Engineering Technology

This course provides a study of engineering technology as a career field and describes the knowledge and skills required for academic and occupational success. Topics include careers in engineering technology, measurements and standards, mathematical operators, engineering tools and engineering concepts. Laboratory work reinforces mathematical, mechanical and electrical concepts through practical exercises, including the measurement and calculation of the density of objects, relative humidity, digital multimeters usage, circuit construction, precision instruments usage and team exercises.

MATH 1111: College Algebra

This course emphasizes techniques of problem solving using algebraic concepts. Topics include fundamental concepts of algebra, equations and inequalities, functions and graphs, systems of equations; optional topics include sequences, series, and probability or analytic geometry.

MATH 1113: Pre-Calculus -

Prerequisite: MATH 1111 or equivalent- (awards high school pre-calculus credit)

This course prepares students for calculus. The topics discussed include an intensive study of polynomial, rational, exponential, logarithmic and trigonometric functions and their graphs. Applications include simple maximum and minimum problems, as well as exponential growth and decay.

Athens Community Career Academy

General Academic Course Descriptions (Not Specific to a Pathway)

BIOL 1111/1111L: Biology I and Biology Lab - (4th science graduation requirement)

Provides an introduction to basic biological concepts with a focus on living cells. Topics include chemical principles related to cells, cell structure and function, energy and metabolism, cell division, protein synthesis, genetics and biotechnology.

1111L: Selected laboratory exercises paralleling the topics in BIOL 1111. The laboratory exercises for this course include chemical principles related to cells, cell structure and function, energy and metabolism, cell division, protein synthesis, genetics and biotechnology.

ECON 2106: Microeconomics - (12th grade Economics requirement)

This course provides an analysis of the ways in which consumers and business firms interact in a market economy. Topics include basic economic principles; consumer choice; behavior of profit maximizing firms; modeling of perfect competition and monopoly, oligopoly and monopolistic competition.

ENGL 1101: Composition and Rhetoric - (10th OR 12th grade Literature requirement)

Explores the analysis of literature and articles about issues in the humanities and in society. Students practice various modes of writing, ranging from exposition to argumentation and persuasion. The course includes a review of standard grammatical and stylistic usage in proofreading and editing. An introduction to library resources lays the foundation for research. Topics include writing analysis and practice, revision and research. Students write a research paper using library resources and using a formatting and documentation style appropriate to the purpose and audience.

ENGL 1102: Literature and Composition - (12th grade Literature requirement)

This course emphasizes American literature as a reflection of culture and ideas. This course includes a survey of important works in American literature and a variety of literary genres, including short stories, poetry, drama, nonfiction, and novels. Topics include literature and culture, essential themes and ideas, literature and history, and research skills.

ENGL 2130: American Literature - (11th grade Literature requirement)

This course emphasizes American literature as a reflection of culture and ideas. This course includes a survey of important works in American literature and a variety of literary genres, including short stories, poetry, drama, nonfiction, and novels. Topics include literature and culture, essential themes and ideas, literature and history, and research skills.

Athens Community Career Academy

General Academic Course Descriptions (Not Specific to a Pathway)

HIST 2112: US History II - (US History requirement)

Emphasizes the study of the social, cultural and political history of the United States from 1865 to the beginning of the twenty-first century and will equip the student to better understand the problems and challenges of the contemporary world in relation to events and trends in modern American history. The course also provides an overview of the history of Georgia and the development of its constitution. Topics include the Reconstruction Period; the great West, the new South and the rise of the debtor; the Gilded Age; the progressive movement; the emergence of the US in world affairs; the Roaring Twenties; the Great Depression; World War II; the Cold War and the 1950's; the 1960's and 1970's; and America since 1980.

MATH 1101: Mathematical Modeling - (4th math credit)

This course emphasizes functions using real-world applications as models. Topics include the fundamental concepts of algebra; functions and graphs; linear, quadratic, polynomial, exponential, and logarithmic functions and models; systems of equations; and optional topics in algebra.

MATH 1111: College Algebra - (4th math credit)

This course emphasizes techniques of problem solving using algebraic concepts. Topics include fundamental concepts of algebra, equations and inequalities, functions and graphs, systems of equations; optional topics include sequences, series, and probability or analytic geometry.

MATH 1113: Pre-Calculus - (4th math credit)

This course prepares students for calculus. The topics discussed include an intensive study of polynomial, rational, exponential, logarithmic and trigonometric functions and their graphs. Applications include simple maximum and minimum problems, as well as exponential growth and decay.

PSYC 1101: Introductory Psychology

Introduces the major fields of contemporary psychology. Emphasis is on fundamental principles of psychology as a science. Topics include research design, the organization and operation of the nervous system, sensation and perception, learning and memory, motivation and emotion, thinking and intelligence, lifespan development, personality, psychopathology and interventions, stress and health and social psychology.

SPCH 1101: Public Speaking

This course introduces students to the fundamentals of oral communication. Topics include selection and organization of materials, preparation and delivery of individual and group presentations, analysis of ideas presented by others and professionalism.

University System of Georgia and Technical College System of Georgia Transfer Courses

USG institutions and TCSG institutions will accept the following general education courses for transfer between their respective institutions:

Highlighted courses are offered at ACCA

Technical College System of Georgia Title Prefix and Number	University System of Georgia Equivalent
American Government	POLS 1101
American Literature	ENGL 2130
Art Appreciation	ARTS 1101
Biology Introduction	BIOL 1111
	BIOL 1111L
Biology Introduction II	BIOL 1112
	BIOL 1112L
Calculus	MATH 1131
Chemistry I (Intro)	CHEM 1151
	CHEM 1151L
Chemistry II (Intro)	CHEM 1152
	CHEM 1152L
College Algebra	MATH 1111
Economics (Macro)	ECON 2105
Economics (Micro)	ECON 2106
Economics (Principles)	ECON 1101
English Composition I	ENGL 1101
English Composition II	ENGL 1102
Humanities (Intro)	HUMN 1101
Math Modeling (Intro)	MATH 1101
Pre-Calculus	MATH 1113
Physics I (Intro)	PHYS 1111
	PHYS 1111L
Physics II (Intro)	PHYS 1112
	PHYS 1112L
Psychology (Intro)	COMM 1100-1110
Public Speaking	SPCH 1101
Sociology (Intro)	SOCI 1101
Statistics (Intro)	MATH 1127
US History I	HIST 2111
US History II	HIST 2112
World History I	HIST 1111
World History II	HIST 1112

Clarke Virtual Academy

Program Description:

Clarke Virtual Academy (CVA) offers virtual learning opportunities for students across our district. CVA offers several virtual courses taught by CCSD virtual instructors, and makes available many more courses through our partnership with Georgia Virtual School and other virtual and distance learning organizations.

Admissions Process (for high school level courses):

To be considered for high school level courses, students must:

- Consult with their advisor or school counselor to determine if virtual learning is recommended, and make course requests/schedule changes for virtual courses in lieu of face to face.

*Note- virtual learning/course options are only available during the course request period and schedule change window in each semester.

- For courses offered through Georgia Virtual School (GaVS), families must register for courses from the GaVS platform, as well as submit signed agreements to school-based facilitators/approvers.

Additional Information:

- Those requesting virtual learning courses should be aware of what it takes to be successful in a virtual classroom. Though virtual learning students will have the assistance of their instructors and learning facilitators, a successful virtual learning student is one who is self-motivated, has effective time management skills, and knows how to request help when it is needed. Before requesting a virtual learning course, be sure to consider how the differences between virtual and in-person learning places different types of responsibilities on your student.
- Attendance and grading policies are different in virtual school. Students working completely virtually are expected to log in and access their courses daily and to complete assignments as posted in the course schedule. There are penalties for late assignments. Students completing virtual courses as part of their day in the school building will have a period on their schedule with their virtual learning facilitator where they will be expected to work on their virtual coursework.
- Courses offered through Clarke Virtual Academy, with the exception of AP courses offered through Georgia Virtual School, are all on-level (not advanced or honors) courses.
- Clarke Virtual Academy course descriptions are identical to those listed earlier in the program.

High School Courses offered through Clarke Virtual Academy:

<p>English/Language Arts</p> <p><i>Lit/Comp 9</i> <i>Lit/Comp 10</i></p>	<p>Social Studies</p> <p><i>American Government</i> <i>World History</i> <i>Economics</i></p>
<p>Math</p> <p><i>Algebra I</i> <i>Geometry</i></p>	<p>Health/Personal Fitness</p>
<p>Science</p> <p><i>Physical Science</i> <i>Environmental Science</i> <i>Biology</i></p>	<p>Courses not listed above are available through our partnership with Georgia Virtual School. Georgia Virtual School Course Catalog: http://gavs.gavirtualschool.org/GAVSRegWeb/Courses/CourseCatalog</p>