

“The Tassel is worth the Hassle!”



Bainbridge High School

College & Career Planning Guide 2013-2014

Principal: Tommie Howell
One Bearcat Blvd • Bainbridge, Georgia 39819
229-248-2230 • www.dcboe.com/bhs

Decatur County Schools – “Excellence, Engagement and Accountability for All”

Tommie Howell, Principal
One Bearcat Blvd, Bainbridge, GA 39819
Phone 229-248-2230; Fax:
email: thowell@dcboe.com
Website: <http://www.dcboe.com/bhs>

Christine Pugh, Assistant Principal
One Bearcat Blvd, Bainbridge, GA 39819
Phone 229-248-2230; Fax:
email: cpugh@dcboe.com
Website: <http://www.dcboe.com/bhs>

Dana Bryant, PLC Director
One Bearcat Blvd, Bainbridge, GA 39819
Phone 229-248-2230; Fax:
email: dbryant@dcboe.com
Website: <http://www.dcboe.com/bhs>

Lauren Turner, NBLC Director
One Bearcat Blvd, Bainbridge, GA 39819
Phone 229-248-2230; Fax:
Email: maustin@dcboe.com
Website: <http://www.dcboe.com/bhs>

Jimmy Harris, Assistant Principal
One Bearcat Blvd, Bainbridge, GA 39819
Phone 229-248-2230; Fax:
email: jharris@dcboe.com
Website: <http://www.dcboe.com/bhs>

Debbie Williams, Assistant Principal
One Bearcat Blvd, Bainbridge, GA 39819
Phone 229-248-2230; Fax:
email: dwilliams@dcboe.com
Website: <http://www.dcboe.com/bhs>

Vonda Hubbard, CTAE Director
One Bearcat Blvd, Bainbridge, GA 39819
Phone 229-248-2230; Fax:
email: vhubbard@dcboe.com
Website: <http://www.dcboe.com/bhs>

Susan Moseley, Counselor
One Bearcat Blvd, Bainbridge, GA 39819
Phone 229-248-2230; Fax:
email: smoseley@dcboe.com
Website: <http://www.dcboe.com/bhs>

Stan Killough, Athletic Director
One Bearcat Blvd, Bainbridge, GA 39819
Phone 229-248-2230; Fax:
email: skillough@dcboe.com
Website: <http://www.dcboe.com/bhs>

Myra Evans, Counselor
One Bearcat Blvd, Bainbridge, GA 39819
Phone 229-248-2230; Fax:
email: mevans@dcboe.com
Website: <http://www.dcboe.com/bhs>

Scott Miller, Assistant Principal
One Bearcat Blvd, Bainbridge, GA 39819
Phone 229-248-2230; Fax:
email: dbryant@dcboe.com
Website: <http://www.dcboe.com/bhs>

Stephanie Green, Counselor
One Bearcat Blvd, Bainbridge, GA 39819
Phone 229-248-2230; Fax:
email: stepgreen@dcboe.com
Website: <http://www.dcboe.com/bhs>

Patterson Moses, Assistant Principal
One Bearcat Blvd, Bainbridge, GA 39819
Phone 229-248-2230; Fax:
email: pmoses@dcboe.com
Website: <http://www.dcboe.com/bhs>

Beth Yarbrough, Counselor
One Bearcat Blvd, Bainbridge, GA 39819
Phone 229-248-2230; Fax:
email: byarbrough@dcboe.com
Website: <http://www.dcboe.com/bhs>

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INTRODUCTION

Bainbridge High School Advisement Guide is designed to provide comprehensive information for student planning. This guide may be used by students, counselors, administrators, teachers, and parents/guardians as students prepare for the following post-high school experiences:

- * Apprenticeship
- * Career Training School
- * College and University
- * Full Time Employment
- * Military Service
- * Technical College

Planning is essential for one’s life choices to be rewarding. Since the high school years can provide the foundation and tools for building a future, students need definite goals in mind

as they make choices. This guide outlines graduation requirements specified by the Georgia Department of Education and Decatur County Schools and provides information regarding high school curriculum choices and postsecondary planning. Parents/guardians and students are encouraged to use this information while working closely with school personnel to plan a four-year program and to develop postsecondary goals.

Long-range planning does not mean that choices are permanent. As future goals change and are refined, the high school program may be adjusted. It is important that students plan courses of study to leave open as many options as possible and allow the flexibility for change. A quality education is more important than ever in a highly competitive and technological society.

BEGINNING HIGH SCHOOL

Because of the importance of decisions made very early in the student’s course of study to complete requirements for a high school diploma, students need to become thoroughly familiar with the high school curriculum and graduation requirements. The school counselor can help in mapping long-range plans for the entire four years as well as yearly scheduling.

The High School Diploma

To ensure that Georgia’s students graduate college and career ready the State Board of Education has taken the bold step of adopting rigorous new graduation requirements for all students. The state’s new “Graduation Rule” became effective for incoming ninth-graders in 2008.

The new requirements were originally drafted by a “graduation rule committee” comprised of representatives from local school districts, the Georgia Department of Education, the University System of Georgia and the Department of Technical and Adult Education, as well as members of the business community. Numerous sessions were held around the state and feedback was used to make revisions throughout the process.

The new rule establishes the state’s minimum academic requirements for earning a high school diploma. Local systems may enact additional requirements that go above and beyond the requirements in the state rule.

A hallmark of the new rule is the elimination of tiered diploma requirements. Under the tiered rule there were different expectations for different groups of students, depending on whether they were going to college or into the work world.

The new rule has one common set of requirements for all students and specifies certain courses that all students must take, making rigorous content an expectation for all, not just some. The elimination of the tiers also helps to blur the lines

that separated “college prep” from “career tech.” Under the new rule, more students will have an opportunity to see the choices that are available, not just in academic or career-oriented courses but also in Advanced Placement, dual enrollment, joint enrollment, and classes for industry certification. More students should be able to take a variety of courses based on their areas of interest.

Requirements in the new graduation rule are aligned with the Georgia Performance Standards (GPS) and/or the Common Core Georgia Performance Standards for math, science, social studies and English language arts. Electives provide multiple opportunities for students to continue taking advanced coursework, academic support classes, or special interest courses, depending on the individual’s needs and goals. More students with disabilities will have the opportunity to earn a regular education diploma, thus enabling them to be employed or go on to postsecondary education.

The new graduation requirements, along with new state curriculum standards and assessments, will help ensure that more students finish school ready to thrive in the new knowledge-based, high-tech 21st century economy.

COURSE REQUIREMENT CHART

Since the tiered diploma options are no longer included in the graduation requirements, all students are expected to complete a common set of requirements to earn a regular diploma. The following units are required under the new graduation rule.

AREAS OF STUDY

	<u>Units Required</u>
(I) English/Language Arts*	<u>4</u>
(II) Mathematics*	<u>4</u>
(III) Science*	<u>4</u>
The 4 th science unit may be used to meet both the science and CTAE requirement	
(IV) Social Studies*	<u>4</u>
(V) CTAE and/or World Language/ and/or Fine Arts	<u>3</u>
(VI) Health and Physical Education*	<u>1</u>
(VII) Electives	<u>8</u>
TOTAL UNITS (MINIMUM)	<u>28</u>
*Required Courses and/or Core Courses	

Students who enroll from another state must meet Georgia graduation requirements and the Georgia assessment requirements for the graduation class they enter.

CATS CONNECT ADVISEMENT PROGRAM

One of the primary goals of Decatur County Schools is to prepare students for successful entry into the job market, the armed services, or postsecondary schools.

Cats Connect is Bainbridge High School's teacher as advisor program. Each student is assigned an advisor and remains with this advisor throughout his/her high school years. Cats Connect meet daily at the beginning of each semester and meet weekly afterwards. Active involvement in advisement activities is expected from all students.

Cats Connect is designed to assist students in developing the skills needed to make wise decisions that enable them to take full advantage of the well-balanced curriculum offered in our secondary schools. Through the presentation of current information concerning career selection, graduation requirements, and course offerings during both individual and group advisement sessions, the professional educator becomes the mentor to the student. The following procedures are utilized in Decatur County Schools to facilitate this process:

- During the 8th grade year, students and their parents/guardians and advisor/counselor will develop an individual graduation plan to be revised annually.
- Annual advisement sessions are provided for the student and his or her parent(s)/guardian(s) in order to review progress and offer alternatives in meeting graduation requirements and career objectives and to assist in selecting high school courses for the following year. Sessions may be conducted individually or in groups as deemed appropriate by local school personnel.
- During the 9th through 12th grade years, students will meet weekly with their Cats Connect Advisor. Cats Connect is a designed to provide students with current information regarding college and c0reer planning.

SELECTING COURSES

One of the most important responsibilities for a student is to choose appropriate courses. Consideration should be given to prerequisites, teacher recommendations, and the need for a variety of programs. Counselors have a master list of all courses offered and can help students and parents/guardians with questions regarding course selection. High school course descriptions may be found in this guide beginning on page 37.

CHOOSING ELECTIVES

In addition to the required courses that must successfully be completed to graduate from high school, students may choose from a large number of electives to complete their education. It is recommended that students select elective courses that are related to their chosen career goals. Students may choose elective courses from areas of career interest and additional academic electives in mathematics, science, social studies, fine arts and foreign languages.

Career/Technology pathways are available in areas such as JROTC, business and computer science, family and consumer science, engineering, agricultural, healthcare science, broadcast video production, culinary arts, cosmetology, public safety, early childhood education, and marketing education should also be considered. Students are encouraged to complete three courses in a selected pathway.

Students who wish to select electives emphasizing fine arts will find a variety available to them. Selections may include band, orchestra, chorus, drawing, theater, and visual arts, as well as other music and art courses. Because of possible scheduling conflicts, long-range planning is critical. Counselors in each high school are well-informed concerning graduation requirements and can show students how to schedule elective courses that will enhance preparation for college and future careers.

GRADE REPORTS

Semester grade reports are issued at the end of the first and second semesters. The final semester grade report is mailed to the student’s residence at the end of each school year. Nine-week grade reports are distributed twice during each semester. All reports contain numerical grades and attendance. Credits

toward graduation are recorded on the grade reports at the end of each semester. The minimum passing score for all courses is 70. The letter grade equivalents for numerical grades are as follows: 90 – 100 = A; 80 – 89 = B; 70 – 79 = C; Below 70 = F.

Nine week report cards will be issued on Tuesday, October 16 and Thursday, March 21. Semester report cards for first semester will be issued on Thursday, January 10. Second semester report cards will be mailed. The semester grade is the final grade for the course and is recorded on the student’s permanent record. Semester grades are used to award credit and for calculating grade point averages.

Major Grades

Major grades consist of standards tests, projects, book reports, research papers, major lab grades, etc. A minimum of five major grades per nine weeks is required in each academic and CTAE class.

Nine Weeks Comprehensive Exams and Final Exams

Comprehensive exams are given at the end of each nine weeks. The exams comprise 15% of the nine-week average. All students are required to take the midterm at the end of the first nine weeks each semester. Students may exempt the final exam if they (1) have at least a 90 average and no more than two absences or (2) have at least an 85 average and no more than one absence. In end-of-course test classes, the exemption policy is applicable to midterms; however, state law mandates all students take the EOCT. A student who is exempt from the final exam may elect to take the exam in hopes of raising his/her course grade. In this case, the final will count only if it raises the student’s grade. Note: In order to be exempt from a given exam, the student must be present in the class the day of the exam. Students who have been assigned ISS or OSS during the grading period are not eligible to exempt exams.

All seniors with less than 5 absences are exempt from taking the final exam in second semester classes (except EOCT courses). Seniors who miss 5 or more days during second semester (excused or non-excused) will be required to take the final exam.

End of Course Tests

End-of-course tests (EOCT) are required by state law in the following classes: Ninth Grade Literature/Composition, American

Literature/Composition, Math I, Math II, Physical Science, Biology, U. S. History, and Economics. All students in these courses must take the end-of-course test; the test will count 15% of the final grade for the course for students who entered high school prior to July 2011. For students who entered ninth grade after July 2011, EOCTs count 20% of the final grade in the courses.

Grade Point Average

Grade point averages are obtained by adding all the student’s numerical grades and dividing this sum by the total number of classes for which grades are furnished. The final GPA is used to determine a student’s class ranking.

The Georgia Student Finance Commission utilizes a 4.0 scale grade point average to determine HOPE eligibility. By state policy, AP courses receive an additional 0.5, awarded to the HOPE GPA.

According to state Board of Education policy, a final course average may not exceed 100 on a numerical scale or 4.0 on a 4.0 scale.

Grading Scale

All grades for students are reported and maintained using a numerical grading system as follows: 90-100 = A, 80-89 = B, 70-79 = C, and below 70 = F.

Progress Reports

Progress reports are given to students at the mid-nine weeks of each semester. All students should receive progress reports in all classes on these days. Progress report days for first semester are Wednesday, September 4 and Thursday, November 7. Progress report days for second semester are Wednesday, February 5 and Tuesday, April 22.

RANK IN CLASS, WEIGHTED AND NON-WEIGHTED NUMERICAL AVERAGES AND GRADE POINT AVERAGE (GPA)

Rank in class is determined by the cumulative unweighted numerical average of all grades in accumulated courses. All required and elective courses are utilized in computation of the cumulative non-weighted numerical averages and the high school non-weighted grade point averages (GPA).

Graduation and Baccalaureate Ceremonies

Graduation and Baccalaureate are voluntary ceremonies for seniors who have met the qualifications for graduation from Bainbridge High School in accordance with Decatur County School Board policies. Much effort is made to ensure that both ceremonies are conducted in a very dignified manner. Seniors who elect to participate in these ceremonies must cooperate fully, attend all scheduled practices on time, and follow all rules and procedures. Those who violate practice and/or ceremony rules will forfeit their opportunity to participate.

Baccalaureate

Baccalaureate is sponsored by the Bainbridge and Decatur County Ministers for all potential graduates. Students may participate in the Graduation Ceremony without participating in the Baccalaureate Service.

Graduation

The Graduation Exercise of Bainbridge High School has been described as one of the most significant events in Decatur County. Honor graduates conduct the ceremony, and diplomas are presented by school personnel and members of the Decatur County Board of Education.

Graduation Awards

Two special awards are made each year at graduation. They are the Earl Carr Gragg Award and the Mary Davis Pilot Club Award. The criteria and method of selection are the same for each. A faculty committee is selected to observe members of the senior class and to make the selections. Selections are determined on the basis of the boy and girl in the senior class who come nearest to showing the right spirit and good attitude, who lead clean lives, who apply themselves and try to do the best they can, and who stand for the fine and high things in life.

Honor Graduates

Honor graduate candidates will be notified at the end of the first semester of their senior year. In accordance with Board of Education policy, a cumulative grade point average of 90.000 is required to qualify as an Honor Graduate. Official honor graduate status will be awarded after grades from the spring semester are tallied. Honor Graduates are distinguished at graduation with a gold honor cord,

stage seating, and an individual introduction.

Valedictorian and Salutatorian

Valedictorian and Salutatorian candidates will be notified at the end of the first semester of their senior year. Official status will be awarded after grades from the spring semester are tallied. The Valedictorian will represent the senior with the highest GPA to the nearest thousandth. The Salutatorian signifies the senior with the second highest GPA to the nearest thousandth. In cases where more than one Valedictorian or Salutatorian candidate has the same GPA honors will be shared. A student must be in attendance at Bainbridge High School their last four semesters (excluding summer school) in order to be a Valedictorian or Salutatorian candidate. The BHS Valedictorian and Salutatorian will be recognized at the graduation ceremony.

END-OF-COURSE TESTS

The A+ Educational Reform Act of 2000, O.C.G.A. §20-2-281, mandates End-of-Course assessments in grades nine through twelve for some core subjects. End-of-Course Test scores are calculated as part of a student’s final numeric grade in a course. The End-of-Course Test requirement is also applicable to courses taken on-line and other off campus course options approved by your counselor.

Information subject to change based on state legislation and/or Georgia Department of Education rules/policies.

Each End-of-Course Test is directly aligned with the standards in the Georgia Performance Standards, and will consist of multiple-choice test questions. The End-of-Course Tests will be administered near the end of the course sequence, and each End-of-Course Test will be calculated as 20% of the final grade.

The End-of-Course Testing is required in each of the following seven courses:

English Language Arts

- Ninth Grade Literature and Composition
- American Literature and Composition

Mathematics

- Coordinate Alegbra/Coordinate Geometry
- Mathematics II: Geometry/Algebra Ii/ Statistics

Science

- Biology
- Physical Science

Social Studies

- United States History



- Economics/Business/Free Enterprises

GEORGIA HIGH SCHOOL GRADUATION TESTS (GHSGT)

Information subject to change based on state legislation and/or Georgia Department of Education rules/policies.

Students take the Georgia High School Graduation Writing Test in their junior year. The Writing test is given in the fall. Students must pass the Writing and must meet all other high school graduation requirements in order to receive a diploma from a Georgia high school.

Students who do not pass all of the required portions of the Georgia High School Graduation Tests but have met all other graduation requirements may be eligible for a High School Certificate. Students who have left high school with a Certificate may return to attempt the graduation test(s) again, as often as they need in order to qualify for a high school diploma.

A brief description of the content of each test appears in the chart below. The percentages of the tests assigned to domains are approximations and may vary slightly from one administration to the next.

Variance/Waiver Process

Variances or waivers of the GHSGT can be requested if the student meets certain criteria. Contact the Department of Learning and Teaching Services at the Board of Education for more information.

Georgia High School Writing Test – Grade 11

Does Not Meet	Meets	Exceeds
Below 200	200 to 249	250 or above

ENTRANCE TESTS FOR COLLEGES AND UNIVERSITIES

ACT - The ACT is a national college admission and placement examination. The ACT Assessment contains four curriculum-based tests that measure academic achievement in the areas of English, mathematics, reading, and science reasoning. The ACT is an achievement-based, curriculum-referenced exam designed to measure high school students’ general educational development. ACT results are accepted by virtually all colleges and universities in the United States; in fact, the ACT is accepted and preferred by more private colleges and public universities than any other entrance exam. In addition, the ACT college entrance exam includes an interest inventory that provides valuable information for career and educational planning and a student profile section that provides a comprehensive picture of a student’s work in high school and his or her future plans.

Scores for each section of the ACT are averaged to create a composite score. A perfect score on the ACT Assessment is 36.

The writing portion of the ACT is recommended. Some colleges and universities require the writing portion of the ACT. Students should contact the college or university they plan to attend to determine college admission exam requirements. More information is available at the ACT Assessment website at www.act.org.

SAT - Originally, SAT was an acronym for **Scholastic Aptitude Test**. In 1993, the test was renamed the SAT I: Reasoning Test. Starting in March 2005, students began taking the first administrations of the New SAT. The New SAT includes sections on critical reading, mathematics through third-year college preparatory math (through Algebra II) and students are asked to write a 25-minute essay that requires them to take a position on an issue and use examples to support their position.

The SAT helps colleges make admissions and placement decisions. Scores on each section range from 200-800 points, with 2400 being a perfect score on the New SAT, which includes the writing test score.

The SAT reasoning and subject area tests consist of more than 20 subject tests, or achievement tests designed to measure subject-area knowledge. Some colleges and universities require one or more portions

of the SAT II subject area tests. Students should contact the college or university they plan to attend to determine college admission exam requirements. More information on the SAT is available at the College Board website at www.collegeboard.com.

PREPARING FOR COLLEGE ENTRANCE EXAMS: PSAT (practice SAT) & PLAN (practice ACT)

The best preparation for college entrance exams, and for college, is to take challenging courses with a strong academic curriculum. Students should write and read often and should look up and learn words they do not know. Students should stretch their thinking by reading a wide variety of challenging writing – fiction, nonfiction, news articles, and informational magazines. The more a student reads the better prepared he or she will be for college and for the world of work.

Students are encouraged to study and prepare to achieve high scores on college entrance exams. Students may take practice college entrance tests on their own time and score these at home. There are many college entrance exam practice opportunities available on-line. Students may visit the ACT website at www.act.org and the College Board website at www.collegeboard.com for more information on college entrance exam practice opportunities on-line. Additionally, students with disabilities requesting accommodations should contact their school counselor at least six weeks prior to registration.

The Preliminary Scholastic Aptitude Test (PSAT/NMSQT) provides students with opportunities to take practice college entrance exams during the high school day. Freshmen and juniors may take the PSAT at a nominal cost. The state of Georgia pays for all sophomores to take the PSAT in October.

Results from the PSAT and PLAN should be used by students, parents/guardians, teachers, counselors, and other school personnel to help the student identify areas of needed improvement, to make decisions about course selections such as Advanced Placement courses, to determine which college entrance exams to take in the future, and to identify possible college choices. Bainbridge High School personnel conducts useful test taking and score interpretation programs in

conjunction with the annual administration of the PSAT.

ENTRANCE ASSESSMENTS FOR TECHNICAL COLLEGES AND CAREER SCHOOLS

ASSET - The ASSET is a series of short placement tests developed by American College Testing, Inc. and is commonly used for technical college or school admission. The scores on the ASSET help admissions counselors identify a student’s strengths as well as the knowledge and skills s/he will need in order to succeed in specific program areas. The ASSET has three tests of basic skills in writing, reading, and numerical reasoning, plus more advanced tests in algebra and geometry. The ASSET scores are used to determine if a student has the knowledge and skills to be successful in a particular certificate, diploma, or associate degree program at a technical college or school.

COMPASS – The COMPASS test is the computerized version of the ASSET. It also has three tests of basic skills in writing, reading, and numerical reasoning, plus more advanced tests in algebra and geometry. The COMPASS test delivers fast and efficient scores to determine placement for a student applying to a technical college or school.

The Asset and Compass tests are given at the post-secondary school, not at the high school.

ARMED SERVICES VOCATIONAL APTITUDE BATTERY (ASVAB)

The Armed Services Vocational Aptitude Battery is a multiple-aptitude battery, consisting of ten short individual tests that measure verbal, math, and academic ability. The ASVAB provides good indicators of how well students have developed academic and occupational abilities. Scores on the ASVAB can qualify students for certain jobs and training in the Armed Forces, but taking the ASVAB does not commit the student to service in the military.

The ASVAB measures aptitudes that are related to success in different careers and provides students with an opportunity to explore career options. The ASVAB is offered on a voluntary basis for all eleventh grade students. Students can contact their

guidance office for dates when the ASVAB will be offered at their high school.

REQUIREMENTS FOR PROMOTION (GRADE PLACEMENT)

Specific guidelines for promotion (grade placement) are listed below.

<i>8th grade to 9th grade:</i>	Meet 8 th grade promotion requirements to be assigned to 9 th grade.
<i>9th grade to 10th grade:</i>	Earn 6 of 8 units of credit
<i>10th grade to 11th grade:</i>	Earn 13 of 16 units of credit
<i>11th grade to 12th grade:</i>	Earn 20 of 24 units of credit

TRANSFER STUDENTS

Students who transfer from another state or from another educational setting are required to meet the criteria for promotion and graduation outlined in this guide and the Georgia high school graduation requirements, including required courses of study and passing scores on all required graduation assessments.

EXTRACURRICULAR ACTIVITIES AND ELIGIBILITY

A well-rounded student is one who has a variety of interests, including academic, social, recreational, and community service. Bainbridge High School offers many different extracurricular activities. Students should try to incorporate at least one or two of these activities into their high school experiences. Many employers and colleges look at the student’s total record, extracurricular activities as well as academic, when they make selections. Students participating in extracurricular activities, including interscholastic activities, must meet the following athletic eligibility requirements as identified in **No Pass, No Participate and the Georgia High School Athletic Association Constitution and By Laws:** www.ghsa.net

Athletics

The athletic department of Bainbridge High School sponsors teams in competitive sports including baseball, girls’ and boys’ basketball, cheerleading, cross-country, football, golf, gymnastics, girls’ and boys’ soccer, softball, swimming, girls’ and boys’ tennis, girls’ and boys’ track and wrestling. Participants in athletics must be eligible under State and local No Pass/No Participate Policy and must have a valid physical exam before participation.

BHS is a member of the Georgia High School Association Region 1-A AAAA. Other members of this region are Hardaway, Harris County, Lee County, Northside of Columbus, and, Thomas County Central.

Equity in Sports Acts: “No student shall, on the basis of gender, be excluded from participation in, be denied the benefits of, be treated differently from another student, or otherwise be discriminated against in any interscholastic or intramural athletics.” O.C.G.A. 20-2-315, 316; SBOE Rule 160-5-1-.20. The Athletic Director serves as the school’s Sports Equity Coordinator.

Athletic Lettering

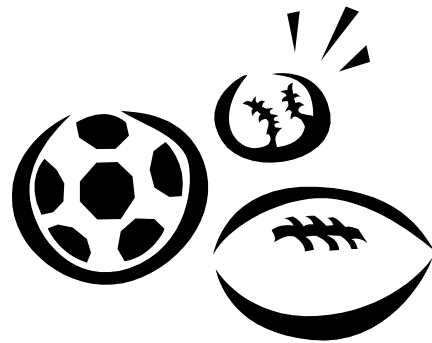
Athletic letters are awarded when student athletes meet specified criteria in their particular sport. The “B-Jacket” is presented to these students by the Athletic Department. The students who earn the jackets are expected to maintain certain standards and will forfeit the jacket if these standards are not maintained.

Student athletes will be required to return their jackets for the following reasons: the student becomes academically ineligible; the student is dismissed from any athletic team for disciplinary reasons; the student is

expelled from school; or, the student quits an athletic team without the consent of the head coach of that sport. Jackets that have been taken for disciplinary reasons will be returned when the principal, athletic director, and head coach agree that the student in question is deserving of the honor of wearing the jacket.

Sports

Baseball	Football	Tennis
Wrestling	Basketball	Softball
Cross Country	Cheerleading	Volleyball
Golf	Track	Soccer
Swimming		



Clubs

Bainbridge High School offers a variety of clubs and organizations for students. Students participating in these activities must be eligible in accordance with Georgia’s No Pass/No Participation policy and Decatur County Board of Education policies.

All club activities are under the supervision and control of the school administration. Projects, field trips, and other functions must be approved by the administration.

In accordance with Georgia law, parents must provide written denial of permission (opt-out) for any club/activity in which they do not want their child to participate.

Club Offerings Include:

Academic Bowl promotes academic achievement through quiz bowl activities. The Quiz Cats represent BHS in regional and state competition. Sponsor – Mitch Alday

Air Force Junior ROTC Drill Team has the purpose of developing abilities and teamwork to compete with other JROTC teams at regional, state, and national drill competitions. Participants must be enrolled or previously enrolled in JROTC and must maintain JROTC academic and disciplinary standards. Sponsors – Lt. Col. Dave Stewart and Sgt. Frank Geslak

Anchor Club is a service club sponsored by the Bainbridge Pilot Club. Membership is by invitation, and membership requirements include recommendation by a member, cumulative GPA greater than 80.0, and a clear disciplinary record. Planned projects include Big Sisters/Little Sisters, Rivers Alive, and parties for special needs students. Sponsor – LeeAnn Colon

Art Club is open to students who have an interest in the visual arts. The mission of the club is to emphasize the arts on campus. Planned activities include art contest and projects as well as the Student Art Showcase. Sponsor – Pamela Cross

Bearcat Ambassadors is an organization that recognizes outstanding achievement in foreign language classes. Categories for student selection include highest average, most improved average or attitude, best project, and greatest determination. Reward activities occur each grading period for the induction of new members. Sponsor – Kimberly Sproul

BHS Book Club promotes reading enjoyment, critical thinking skills, social interaction, and self-confidence through reading and discussing books nominated for the Georgia Peach Award. The club meets monthly for refreshments and discussion of the selected book. Sponsor- Claudia Montague

Davis Memorial Y-Club is affiliated with the YMCA of Georgia. The organization promotes high standards of character and service. Members have the opportunity to participate in Youth Assembly and the Georgia United Nations Assembly. Sponsor – Lori Brown

Decatur County 4-H Sigma Lambda Chi Chapter is open for active students in 9th-12th grades. Students are required to attend club meetings and take part in community service activities. The mission of Georgia 4-H is to assist youth in acquiring knowledge, developing life skills, and forming attitudes that will enable them to become self-directing, productive and contributing members of society. Sponsors – Lindsey Bell Hayes

Family, Career, and Community Leaders of America (FCCLA) is a dynamic and effective national student organization that helps young men and women become leaders and address important personal, family, work, and societal issues through Family and Consumer Sciences Education. FCCLA is unique among youth organizations because its programs are planned and run by members. It is the only career and technical in-school student organization with the family as its central focus. Participation in national programs and chapter activities helps members become strong leaders in their families, careers, and communities. Sponsors – Denise Bius, Megan Palmer and Jennifer Oldaker

Fellowship of Christian Athletes (FCA) is composed of students involved in the school’s athletic program. The BHS chapter is affiliated with the national organization. Activities include weekly meetings, retreats, and camps. Sponsor – Scott Miller and Michelle Miller

Future Farmers of America (FFA) is an organization of students with an interest in vocational agriculture. Affiliated with state and national organizations, the goal of the chapter is to make a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education. Activities include livestock shows and career development events. Sponsors – Martin Bius and Hugh Lanier

Future Teachers of America (FTA) is affiliated with Georgia Association of Educators. Students are involved in numerous service projects including working with administrators, teachers and

students. Through these experiences, members receive an inside perspective of the education profession. Sponsor – Gail Lovering

Golden Rule Club was established to promote acceptable behaviors among students. The Golden Rule is to "TREAT OTHERS AS YOU WOULD LIKE TO BE TREATED." We recognize and accept the Golden Rule as an expression to help fight against bullying, peer pressure, and temptations among students. Sponsor – Stephanie Green

Interact Club is sponsored by the Bainbridge Rotary Club. Membership is by invitation and requires nomination by current members or faculty. The purpose of this service club is to provide opportunities for young people to work together in a world fellowship dedicated to service and international understanding. Projects include assisting in elementary carnivals and participation in Relay for Life. Sponsor – Kim Burrell

Key Club is a service club sponsored by the Bainbridge Kiwanis Club. Membership is by invitation, and its mission is to provide members with opportunities to perform services, build character, and develop leadership. Activities include support of the Georgia Sheriff’s Youth Homes and the BHS Buddies. Sponsor – Roy Matthews

Leo Club is a service club sponsored by the Bainbridge Lions Club. Its mission is to serve our school and community, and projects are selected to fulfill this mission. Sponsor – Kit Griffin and Jodie Brown

Math League (Mu Alpha Theta) is designed to increase mathematical skills, improve PSAT/SAT scores, and to prepare members to compete in math tournaments.

Students attend weekly meetings, participate in Georgia Math League Tests, and compete in regional tournaments. Sponsor – Joseph Kelly

Mock Trial is open to students who are interested in law and legal experiences. Members participate in regional competitions. Sponsor – James Robinson

National Honor Society is sponsored by the National Association of Secondary School Principals. Its purpose is to recognize and encourage academic achievement as well as accomplishments in the areas of character, leadership, and service. Members must be at least a sophomore, on track for Graduation, working toward a regular diploma with a minimum 90.0 GPA in core classes, and receive faculty and membership committee approval. Sponsors – Pamela Isler and Patricia Sibley

Renaissance Club is a service club, open to all qualified BHS students. Supported by community leaders, the Renaissance club seeks to build strong moral character, personal integrity, strengthen academic performance, scholarship, and attendance. Additionally, club will help prepare students to exceed on standardized tests and entrance exams; teach proper decorum, dress, and the rules of etiquette. The Renaissance club seeks to identify and empower students who have the potential for excellence; however, lack the motivation or knowledge to reach their full potential. Sponsors – Dr. Joe Sweet and Kelvin Wells

Skills USA is designed for students with an interest in the trades and industry areas. Members represent BHS in competitions at the area and state levels. Sponsors – Pamela Bland, Steve Caulder, Greg Harrell, and Gail Lovering

Spanish Club is designed to expand and share the student’s knowledge of the Spanish language and culture through activities beyond those in the classroom. Sponsor – Kimberly Sproul

Spanish Honor Society recognizes outstanding achievement in Spanish. Sponsors- Kimberly Sproul

Students Against Destructive Decisions (SADD) has become a peer leadership organization dedicated to preventing destructive decisions, particularly underage drinking, other drug use, impaired driving, teen violence, and teen depression and suicide. Planned activities include speakers on related topics, seat-belt checks, and awareness programs. Sponsors – Heather Savage and Shelia Taylor

Student Council purpose is to establish a representative form of government, encourage good school citizenship, promote student and faculty cooperation, foster a common interest in school classes and responsibility for the welfare and good order of the school. Student council should consist of the following student body officers (executive committee) per grade: President, Vice President, Secretary, Treasurer and Parliamentarian. Each member is elected by a majority vote by their class. Annual projects include Homecoming and Prom, working in conjunction with other committee members. Sponsor –Jodie Brown

CLUBS AND ORGANIZATIONS

Clubs and organizations vary and are based on student interest. The following is a partial listing of those available:

Academic Club
Anchor Club
Art Club
Bearcat Ambassadors
BHS Book Club

Chess Club
 Davis Memorial Y-Club
 Decatur County 4-H Sigma Lambda Chi Chapter
 Drama Club
 Drill Team
 Fellowship of Christian Athletes
 Golden Graffiti Spanish Club
 Golden Rule Club
 Interact Club
 JROTC Color Guard
 JROTC Drill Team
 Key Club
 Leo Club
 Math Club
 Math Leagu Mu Alpha Theat
 Mock Trial
 National Honor Society
 National Spanish Honor Society
 Purango
 Renaissance Club
 Spanish Honor Society
 Student Against Destructive Decisions
 Student Council

Family, Career, and Community

Leaders of America FCCLA
 Future Business Leaders of America FBLA
 Future Educators of America FEA
 Health Occupations Student Association HOSA
 National FFA Organization FFA
 Skills USA Skills USA

Academic Lettering

Students representing Bainbridge High School in interscholastic competitions and activities can qualify for a varsity letter in academics. Twelve points must be earned to receive a letter. Activities in which points may be earned include Literary Meet, Math Team, Academic Bowl, Science Team, Mock Trial, Foreign Language Festival, oratorical contest, local/regional science and social science fairs, interscholastic art contest, interscholastic club competitions, and other individual or team interscholastic academic competitions as approved by the principal or his designee. Points can be accumulated from year to year, and a maximum of five points can be earned in any single competition.

CATS Student Incentive Program

In an effort to reward excellence in academics and attendance, Bainbridge High School established the CATS (Community Achievement Team for Success) Student Incentive Programs. The purposes of CATS are to promote excellence through the principles of student rewards and incentives and to foster active community involvement with students, parents, teachers, and businesses as partners in attaining educational excellence at Bainbridge High School. The Decatur County Schools Foundation is an important partner and contributor in this effort. Among the components of the program are AP Bearcats of Distinction, Honor Rolls, Outstanding Bearcats and Purple and Gold Cards.

AP Bearcats of Distinction

AP Bearcats of Distinction are those that have earned at least five units in Advanced Placement courses. These students are recognized at Honors Night and are given the privilege of wearing solid white tassels at Graduation.

Honor Rolls

Honor Rolls are posted at the end of each nine weeks. Students must be enrolled in at least two units at Bainbridge High School to be eligible for honor rolls. Bainbridge High School Honor Rolls are as follows:

1. The **Principal’s Honor Roll** consists of students earning no grade less than 95. Students qualifying for Principal’s Honor Roll at the end of a semester receive
 - preferential parking privileges and
 - are entitled to leave five minutes early to lunch each day.
2. The **“A” Honor Roll** consists of

students earning no grade less than 90. The “A” Honor Roll is published in the *Bainbridge Post Searchlight* at the end of each semester.

3. The “A-B” Honor Roll consists of students earning no grade less than 80.

Outstanding Bearcats

Outstanding Bearcats are students who are recognized weekly by their classroom teachers. Teachers may elect to recognize one student each week as an Outstanding Bearcat. Areas in which teachers may choose to recognize students include academic and attendance achievement or improvement, attitude/behavior achievement or improvement, contributions to the class, and courteous/unselfish acts to others.

Outstanding Bearcats are recognized by their teachers on Thursdays. The students receive an Outstanding Bearcat card which enables the student to go to lunch five minutes early on the following Friday. Students can place their card in a drawing box in the cafeteria, and a drawing is held for prizes.

Purple and Gold Cards

Purple and Gold Cards are awarded in recognition of student achievement in academics and attendance during a semester.

1. Purple Cards are given to students who have no more than one absence in any class and no grade less than 80. Purple Card holders are entitled to leave for lunch five minutes early on Fridays and are eligible for other benefits as determined by the CATS Program Committee.
2. Gold Cards are given to students

who have no more than two absences in any class and no grade less than 90. Gold Card holders are entitled to leave for lunch five minutes early each day and are eligible for other benefits as determined by the CATS Program Committee.

Scholar Athlete

The Bainbridge High School Athletic Department awards the designation Scholar Athlete to an athlete who has a cumulative grade point average of at least 90.0 and has an SAT math/verbal combined score of at least 1000 (or ACT equivalent).

EARNING CREDITS

Bainbridge High School operates on the semester system, providing for two semesters of approximately ninety days each during the school year. Credit for courses is in units. Two procedures are used by Bainbridge High for awarding units of credit or increments of units of credit.

Course Credit - units are awarded for courses of study based on a minimum of 150 clock hours of instruction provided by the school. (Semester programs offer a minimum of 75 clock hours of instruction for one-half unit).

Credit for Planned Off-Campus Experiences – units may be awarded for planned off-campus experiences that are part of an approved apprenticeship/internship program, an approved dual, joint enrollment program, or ACCEL program, Georgia Virtual, extended learning opportunities, or other course options approved by your school counselor.

Students who have questions about transfer credits should contact their school counselor for more information.

EARNING CREDIT THROUGH OFF-CAMPUS EXPERIENCES

WORK-BASED LEARNING

Decatur County Schools – “Excellence, Engagement and Accountability for All”

Work-Based Learning and Youth Apprenticeship Programs are an extension of classroom instruction that enable students to apply skills learned in academic and technical classes to the workplace. School-based activities and work-based activities are planned and supervised by the school and selected employers to ensure the continuity of academic and technical skill training. Application of these skills is enhanced through the implementation of specific training agreements based on industry-validated skill standards. These programs are open to students in grades 11-12 through an application process.

ALTERNATIVE SCHOOL

Decatur County Schools has two alternative education programs. Both are at Bainbridge Middle School which is located at 1301 E. College St. Students who have disciplinary infractions that result in long-term suspension or expulsion may have the opportunity to apply to attend the alternative school. Based on space available, high school students may choose to attend PLC to enhance their academic success. The smaller class sizes, smaller school environment, and self-paced learning allow students to achieve academic success in an alternative setting.

OPPORTUNITIES FOR EXCELLENCE

ADVANCED PLACEMENT

The Advanced Placement Program (AP) is an educational opportunity based on the reality that many students can successfully complete college-level courses while they are still in high school. The AP Program is administered by the College Board under the advisement of national groups of educators. AP courses are challenging but rewarding. They are designed to maximize and enhance the standard curriculum to the extent individual student ability and interest permits. Students who take Advanced Placement courses are required to take the AP exams that are administered in May. In addition to high school credit, and in accordance with individual policies of colleges and universities, college credit or advanced placement standing may be awarded to students whose examination grades are considered acceptable.

Results of the PSAT and the AP Potential may be used to help students accept the challenge to take Advanced Placement courses. For more information

on the Advanced Placement courses, see the course descriptions section.

HONORS CLASSES

Students may take Honors level classes in English, mathematics, science, social studies and foreign languages. Honors courses are rigorous and challenging courses that prepare students for advanced coursework, such as AP classes

Honors and Advanced Placement (AP) classes require more critical reading, analytical writing, and cover topics in greater depth than other courses. Students will be expected to complete daily homework assignments as well as outside projects, including research projects, such as Science Fair, Science Symposium, Science Olympiad, and/or Social Studies Fair projects. Placement in Honors and AP classes will be for the entire year. Parents/guardians are encouraged to provide support for their students to take these classes, and both parents/guardians and students are invited to attend informational meetings about Honors and AP opportunities.

Advanced Placement (AP) courses are taught on the college level, and students will be expected to complete an average of one or two hours a night of homework in addition to other classroom assignments before school, after school, and may include summer assignments. Students taking AP courses will be encouraged to take the AP exam for each AP course.

GOVERNOR’S HONORS PROGRAM

The Governor’s Honors Program (GHP) is a summer instructional program designed to provide intellectually gifted and artistically talented high school students challenging and enriching educational opportunities not usually available during the regular school year. GHP participants acquire the skills, knowledge, and attitudes to grow as independent, life-long learners. Sophomores and juniors in Georgia’s public and private schools may be nominated by their teachers for the Governor’s Honors Program. Students are nominated in a specific instructional area in which their abilities, aptitudes, and interest lie. Major instructional areas include communicative arts (English), foreign languages, mathematics, science, social studies, visual art, theater, music, dance, technology education, design, executive management, and

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agriscience education. Instruction is also provided in four support areas—technology, counseling, library/media, and physical fitness. Often, when applying to colleges and universities, students who have completed the Governor’s Honors Program are provided special consideration for acceptance.

VALEDICTORIAN, SALUTATORIAN, HONOR GRADUATES, AND “A” AVERAGE RECOGNITION

To be eligible for selection as valedictorian or salutatorian in Decatur County Schools, students must have been enrolled in this system for the four semesters immediately preceding graduation. All units of credit earned prior to enrollment must have been earned from a state and regionally accredited school. The valedictorian, salutatorian, and honor graduates will be determined by using the cumulative numerical average at the end of the second term of the senior year. “A” average graduates must have at least a 90.00 cumulative weighted numerical average.

HOPE SCHOLARSHIP/GRANT PROGRAM*

The HOPE Scholarship/Grant Program is funded by the Georgia Lottery for Education. Since 1993 HOPE has awarded scholarships and grants to thousands of students attending eligible public colleges, universities, and public technical institutes in Georgia. At public colleges and universities, and at public technical institutes, the HOPE Scholarship /Grant covers tuition and other mandatory fees.

The HOPE Scholarship program is for students that have demonstrated academic achievement and that are seeking a college degree. There are several ways to become eligible for the HOPE Scholarship, either by graduating from high school as a HOPE Scholar or by earning it while in college. For more information, please review the HOPE Scholarship regulations.

The Zell Miller Scholarship program is for students who have demonstrated academic achievement and that are seeking a college degree. Generally, to become eligible, a student must graduate from an eligible high school with a 3.70 GPA and a minimum score on the SAT/ACT. For more information, please review the Zell Miller Scholarship Regulations.

* This information is subject to change based on action by the Georgia legislature.

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

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

For a complete listing of eligibility requirements, please review the individual HOPE Scholarship, HOPE Grant, or HOPE GED Grant program regulations.

**Georgia Student Finance Commission
2082 East Exchange Place
Tucker, Georgia 30084
(770) 724-9000 or 1-800-505-GSFC
FAX (770) 724-9089**

Web address:

https://secure.gacollege411.org/Financial_Aid_Planning/HOPE_Program



College Credit

Qualifying students may enroll in college courses through Georgia’s ACCEL Program. Specific requirements exist for each program and students must meet with their Guidance counselor in order to enroll. These courses will affect grade point average, class rank, eligibility, and diploma type.

Move on When Ready is a new dual enrollment opportunity for students to attend a post-secondary institution full-time during their junior and senior year of high school. Students will receive high school credit and college credit simultaneously while attending college classes on the college campus, full-time. This program gives students an educational alternative to the traditional high school setting and school day structure.

BHS students must have an approved SAT/ACT score to participate. (SAT: 530 Critical Reading, 530 Math) (ACT: 23 English, 22 Math, 21 Composite). More information can be obtained from the Guidance Department.

Conferences

The faculty of Bainbridge High School welcomes the opportunity to discuss with students and parents the student’s classroom performance, behavior, or any other topic of concern. Parents should not go directly to teacher classrooms without approval of Guidance or an administrator. Conferences with a teacher should be scheduled through the Guidance Department secretary. Conferences with administrators should be scheduled through the school office. Appointments will be made at a time that is convenient for everyone involved. Appointments will not be made at a time that interferes with instructional activities. Conferences may be held before school, after school, or during the teacher’s planning period.

Counseling Services

The Guidance Department of Bainbridge High School is staffed by certified counselors. The counseling program is based on needs identified by students, teachers, and parents. These needs are addressed through individual counseling, small group meetings, and classroom guidance sessions.

Students may request confidential, individual conferences with a counselor by picking up an

appointment request form and turning it into Guidance. The counselor will schedule the appointment and notify the student of the conference time.

Parents may contact a counselor to discuss any concerns they have for their student’s personal/social adjustment or academic progress. Contact may be made via phone or through email. The email addresses of the counselors are:

12th grade – Stephanie Green stephgreen@dcboe.com
11th grade – Beth Yarbrough byarbrough@dcboe.com
10th grade – Myra Evans mevans@dcboe.com
9th grade – Susan Moseley smoseley@dcboe.com

Joint parent/student/counselor/teacher conferences are available at parent request.

High school, college, and career planning are coordinated through the guidance counselors. Individual and group conferences with counselors assist students in planning their high school program and in planning toward post secondary options in both college and workplace settings.

Course Syllabi

A course syllabus is provided to each student in each class at the beginning of the semester. The syllabus is provided to inform students and parents about the nature of courses and the teacher’s criteria for acceptable student performance. The syllabus outlines the major topics of the course and the teacher’s procedures for homework, tests, and other grades. Reading lists, projects, specific requirements, and other course components that influence the students’ grade are included.

Departments

English

All students are required to take four years of English in Georgia. The English curriculum at BHS offers the students the opportunity to utilize applied grammar, to write using the process approach, and to study literature as a mirror of life as well as a means of expression.

Fine Arts

Art, band, and choral classes are available to the students of Bainbridge High School. Instruction in art includes ceramics, drawing, and crafts. The band includes both marching and concert ensembles. The choral program includes several performing choirs.

Health and Physical Education

Georgia requires that all students earn at least 0.5 units in Health and 0.5 units in Personal Fitness. Other courses offered by this department include First Aid and Safety, Conditioning, Drivers Education, Life Sports, Team Sports, and Weight Training. Students can be enrolled in only one physical education class per semester.

Math

The mathematics curriculum includes courses in Math I, Math II, Math III, Math IV, Math Finance, Calculus and Statistics. There is a progressive development of problem-solving skills. Students entering 9th grade fall 2012 are required to take and pass four units of credit in mathematics, including Coordinate Algebra, Analytical Geometry, and Advanced Algebra. Additional units needed to complete four credits in mathematics must be chosen from a list of GPS/AP/IB designated courses.

Science

Bainbridge High School offers the following courses in science: Physical Science, Biology, Chemistry, Earth Systems, Physics, Human Anatomy and Physiology, Oceanography, Environmental Science, and AP Environmental Science. The courses are designed to emphasize problem-solving and higher-level thinking skills. Through projects and lab activities, students learn to interpret information, organize data, reason both deductively and inductively, and apply

math skills.

Social Science

The Social Science Department offers the following required courses: World History, United States History, Citizenship Education (Civics), and Economics. Electives in Social Science include Humanities, Sociology, Psychology, United States Government and Politics, and Human Geography.

Special Education

Students are identified and placed into the Special Education program following all due process procedures. The Special Education department at BHS is presently serving students who are hearing impaired/deaf, mildly intellectually disabled, moderately intellectually disabled, severely intellectually disabled, profoundly intellectually disabled, visually impaired/blind, specific learning disabled, emotional/behavioral disordered and other health impaired. Each student's program is based on his/her individual needs. Services are delivered through the consultative, included, resourced and self-contained models. BETT (Bainbridge Employment for Training and Transition) allows students to learn skills necessary to maintain full-time employment after graduation. Community-based instruction takes place through BETT and various sections of the Special Education Department. The Section 504 contact at Bainbridge High School is Dana Bryant.

World Languages

The world languages curriculum includes direct instruction in Spanish and on-line study in a wide variety of world languages via Georgia Virtual Schools. With administrative approval, students can also enroll in world language courses utilizing the Rosetta Stone program.

Career, Technical and Agricultural

Education

The CTAE department offers courses in agriculture, Air Force JROTC, business, construction, family and consumer science, healthcare sciences, metals and technology. Work-based learning opportunities include apprenticeship and DCT.

Field Trips

Field trips during the year are scheduled to supplement the instructional program. All field trips must be educational. School rules of conduct apply on field trips and exemplary behavior is expected of all students while representing the school on field trips. Students who misbehave on field trips will face severe negative consequences. Permission slips must be signed by parents and returned to the teacher prior to the trip for a student to attend the trip. No field trips will be approved after the beginning of May.

Homework

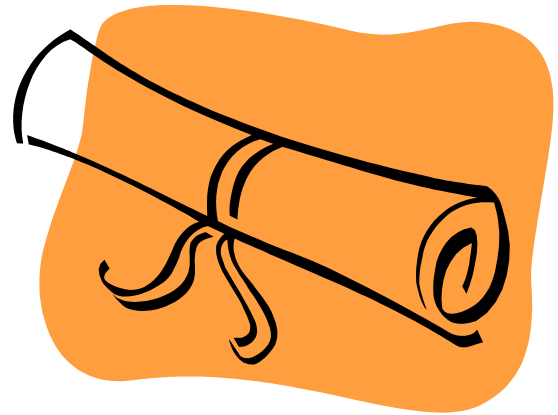
Decatur County homework procedures recognize the importance of homework and encourage its use as a way to reinforce important concepts. Students should expect homework to be assigned regularly in academic classes. Students should complete homework assignments and return homework to teachers as required. Teachers should give feedback on homework assignments through grading, review, and/or discussion.

Graduation Requirements

Students must be enrolled in BHS for a full four (4) block or six (6) period day for eight (8) semesters. They are placed in courses beginning in the 9th grade based upon test scores, achievement and teacher/guidance recommendations. Advisors, counselors, and parents help 9th grade students choose the Program of Study that they wish to

pursue. Graduation course and unit requirements vary according to the Program of Study selected and the year a student enters the 9th grade.

Promotion or grade placement is determined by the total number of units a student has earned. Grade placement units and units required for graduation follow the chart below:



CREDITS NEEDED FOR PROMOTION

1	2	3	4	Years on Block
26	28	30	32	Total Units Possible
22	24	26	28	Total Local Units Required for Graduation
Units Required of Units Possible				Promotion to Grade
5 of 6	5 of 6	5 of 6	6 of 8	10
10 of 12	10 of 12	11 of 14	13 of 16	11
15 of 18	16 of 20	18 of 22	20 of 24	12
Transfer students must meet the units/graduation requirements based on the number of years on block and the year they entered the 9 th grade.				

Required Graduation Exams

For students who entered ninth grade between July 1, 2008, and June 30, 2011, the testing requirement for diploma eligibility can be achieved by passing one of the two EOCTs in each content area. The EOCT for these students count 15% of the final course grade. The Georgia High School Graduation Test remains available for any student unable to meet the testing requirement through the EOCT in any content area. All students are required to pass the Georgia High School Writing Test.

The Georgia High School Graduation Test is no longer required to earn a high school diploma for students entering grade nine for the first time during the 2011-2012 school year and beyond. For these students, the EOCT will contribute 20% to the course grade. Students are required to pass the course with the increased weight of the EOCT applied to the course grade in order

to earn a high school diploma. The requirement to achieve a passing score on the Georgia High School Graduation Writing Test remains.

Students who do not meet the testing requirements for graduation will receive a Certificate of Performance, not a diploma. Students receiving a Certificate of Performance may continue to retest after their graduation. They will be issued a diploma based on the school year in which they pass all parts of the graduation test.

Students who have not passed all sections of the graduation test but have met all course requirements will receive a High School Certificate instead of a High School Diploma. In order to participate in graduation exercise, students who have met attendance requirements; actively participated in remediation opportunities (such as before/after/Saturday/summer remediation, documented online review and study skills courses); and have taken

advantage of retest opportunities; may appeal to the Graduation Review Committee. Those granted approval by the Committee will be eligible to participate in the Graduation Ceremony. (Appeal procedures will be set by Bainbridge High School.)

Program of Study for Students Entering Ninth Grade Fall 2008 and Beyond

Graduation Requirements for students enrolling in ninth grade for the first time in the 2008-2009 school year and subsequent years. Rule 160-4-2-48.

AREA OF STUDY		UNITS REQUIRED
(I)	English/Language Arts*	4
(II)	Mathematics*	4
(III)	Science*	4
The 4 th science unit may be used to meet both the science and elective requirement.		
(IV)	Social Studies*	4
(V)	CTAE and/or Modern Language/Latin and/or Fine Arts	3
(VI)	Health and Physical Education*	1
(VII)	Electives	8
TOTAL UNITS (MINIMUM)		28
*Required Courses and/or Core Courses		

(I) **English Language Arts:** Four units of credit in English Language Arts shall be required of all students. A full unit of credit in American Literature/Composition and a full unit of credit in Ninth-Grade Literature and Composition shall be required. The Writing, Conventions, and Listening, Speaking, and Viewing strands of the Georgia Performance Standards shall be taught in sequence in grades 9-12. Literature modules may be taught in any sequence in grades 10-12.

(II) **Mathematics:** Four units of credit in mathematics shall be required of all students, including Mathematics 1 or its equivalent, Mathematics 2 or its equivalent, and Mathematics 3 or its equivalent. Additional units needed to complete four credits in mathematics must be chosen from the list of GPS/AP/IB designated courses. Students entering 9th grade fall 2012 are required to take and pass four units of credit in mathematics, including Coordinate

Algebra, Analytical Geometry, and Advanced Algebra. Additional units needed to complete four credits in mathematics must be chosen from a list of GPS/AP/IB designated courses.

Students with disabilities who take and pass Mathematics 1 in conjunction with a mathematics support class and Mathematics 2 in conjunction with a mathematics support class upon determination through the Individualized Education Plan process may meet diploma requirements by completing Mathematics 3 or its equivalent for a total of 3 math credits. Completion of 3 units of math may not meet mathematics admission requirements for entrance into a University System of Georgia institution or other post-secondary institution without additional coursework.

(III) **Science:** Four units of credit in science shall be required of all students, including one full unit of Biology; one unit of either Physical Science or Physics; one

unit of either Chemistry, Earth Systems, or Environmental Science; and one additional science unit. The fourth science unit may be used to meet both the science and elective requirements.

(IV) **Social Science:** Four units of credit shall be required in social studies. One unit of credit shall be required in United States History. One unit of credit shall be required in World History. One unit of American Government/Civics shall be required. One unit of Economics shall be required.

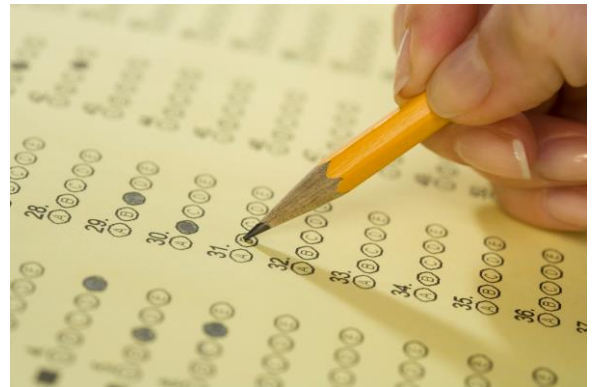
College Entrance Exams - SAT/ACT

Students who plan to enter college should begin SAT/ACT preparation in the ninth grade. Colleges and universities place much importance on SAT/ACT scores for admission to the schools and especially for scholarships and/or tuition grants. Course selection, test taking skills, and testing practice influence test scores. The PSAT is required for all 10th grade students and recommended for 11th grade students. Students must pay attention to deadlines when registering for the SAT or ACT. These are not flexible.

PSAT/NMSQT

The PSAT/NMSQT is administered to all sophomores on a regular program of study. Bainbridge High has reintroduced the Advanced Placement Program in the academic curriculum. One of the indicators for participation in this program is a PSAT or SAT/ACT score that falls within the range for Advanced Placement which varies according to the Advanced Placement course. For this reason, freshmen and juniors are also encouraged to take the PSAT. The Georgia State Department of Education may pay the registration fee for all sophomores. Others wishing to participate must pay when registering in Guidance. The PSAT is also the practice test

for the SAT.



REQUIRED AND ELECTIVE TESTS			
TEST	WHY	WHEN	AREAS TESTED
Advanced Placement Testing	To possibly obtain college credit for courses.	May	AP Courses
GHSGT Georgia High School Graduation Test	Passing scores for graduation	Taken 1 st time in 11 th grade. Retakes in 12 th grade.	English/Language Arts, Math, Social Studies, Science & Writing
EOCT End-of-Course Test	Georgia Department of Education required.	Cumulative Final Exam	NGLC, AMLC, Math I, Math II, Algebra I, Geometry, Physical Science, Biology, U.S. History, & Economics
PSAT Preliminary Scholastic Achievement Test/National Merit Scholarship Competition	Practice for SAT. Required for Governors Honors & National Merit Scholarship competition. Used in selection process for Advanced Placement Program.	Recommended for all 10 th grade students. May be taken in the 9 th . 11 th grade scores required for National Merit Competition and Governors Honors Program. Given in October.	Critical Reading, Math and Writing Calculator Recommended.
SAT Scholastic Aptitude Test	Required for entrance into some colleges. Most colleges will accept SAT or ACT.	Recommended before 12 th grade for practice. Apply online 5 to 6 weeks prior to test date.	Critical Reading, Math and Writing Calculator Recommended.
ACT American College Test	Required for entrance into some colleges. Most colleges will accept ACT or SAT.	Recommended before 12 th grade for practice. Apply online 5 to 6 weeks prior to test date.	Reading, English, Math, Science and Writing optional. Calculator Recommended.
ASVAB Armed Services Vocational Aptitude Battery	Assist students in identifying aptitudes and career interests. Required for entrance into the military.	11 th and 12 th grade students. Given in October.	Academic ability, verbal, math, mechanical, clerical, electrical.

BHS High School Code – 110335

BHS Test Site Code: SAT – 11-245

Decatur County Schools – “Excellence, Engagement and Accountability for All”

Instructional Extension Program (FAST Cats)

FAST (Focused After School Training) Cats is Bainbridge High School’s instructional extension program. Components include credit recovery, attendance recovery, leadership training, detentions, tutoring, and remedial programs. Classes meet in the afternoon and on Saturdays. Students must complete applications and must abide by rules and regulations of the programs.

Married Students

High school marriages are not encouraged, yet married students are allowed to attend school. Married students are subject to the same rules and procedures as non-married students. No special privileges are granted to married students.

Media Center

BHS has a fully-equipped media center with various print and non-print media. The media center is open and staffed by professionally certified media specialists. Students may use the media center with passes from teachers during school, with their class, during lunch, or immediately prior to or after school each day.

Students are expected to exhibit quiet courtesy to other students when using the media center and to return materials to the appropriate area when through using them. Books and other materials should be returned when due. Overdue, lost, or damaged books may have fines assessed. Students with overdue or lost books are denied loan privileges until overdue or lost fees are cleared.

No Pass/No Participate Policy

In accordance with Decatur County Board of Education policies, students who participate in any extra-curricular activities including clubs and non-competitive activities must meet eligibility requirements. Eligibility requirements include passing a minimum number of classes during the semester prior to participation and being on track towards graduation. A student whose prior semester was based on a six period day must have

passed at least five courses in order to be eligible. A student whose prior semester was based on a 4x4 block must have earned a minimum of three units in order to be eligible. State policy defines on-track requirements as 4 units for second year students, 10 units for third year students, and 16 units for fourth year students. Local board policy prohibits participation in extra-curricular activities by fifth year students.

Bainbridge High School will produce an eligibility list each semester. Sponsors and coaches are responsible for checking this list each semester to insure that all students participating in their activity are eligible. Ineligible students are prohibited from practicing, traveling, or trying out for team programs. Ineligible students are prohibited from attending club meetings/functions during the school day and from participating in club/activity functions beyond regular school hours.

A student is ineligible on the first day of the next semester if he or she has not passed the required minimum number of classes the preceding semester, with the exception of fall semester when eligibility will be declared at the time the student has passed the required number of classes in the preceding semester and is on track. Summer school is an extension of second semester.

For eligibility purposes, a student may have 14 calendar days after the close of each semester to complete makeup work. A student is ineligible until makeup work is completed and the required passing grade(s) is/are recorded in the student’s permanent record.

All individuals who participate in competitive interscholastic athletics and cheerleading must have an annual physical examination that indicates approval for participation. An examination form must be signed by a licensed physician prior to the student’s participation in any tryout, practice or conditioning, whichever comes first. The physical exam form will include the date that the exam was performed, the student’s name, and the physician’s signature, and the physician’s approval for participation.

Online Courses

Students wishing to enroll in an online course for high school credit must receive prior approval from the Guidance Department. The courses must be offered by an accredited institution, and specific guidelines which are provided by Guidance must be followed.

Parent Portal

In an effort to provide additional communication to our parents, we are pleased to be able to offer you access to the Parent Portal. The Parent Portal is part of the student information system, Infinite Campus. This portal will allow Internet access to view: your child’s schedule, attendance record, grades, and missing assignments.

Pregnant Students

Decatur County Board of Education policy JQE/F encourages pregnant students to withdraw from active participation in the regular school program at the end of the semester in which their pregnancy begins and no later than such time as they can effectively perform the tasks expected of them at no risk to their health. Students who choose not to withdraw are encouraged to enroll in the New Beginnings Learning Center or Westside Performance Learning Center.

Pregnant students are not barred from participating in school activities. However, the student participates at her own risk. Neither the school, its employees, nor its agents are responsible for any non-negligent injuries to the mother or child. The student should use common sense and good judgment in participating in school activities.

Pregnancy is not considered an illness as far as school attendance is concerned. Pregnant students are not given an exception to the school attendance policy and are expected to return to school as soon as possible after childbirth. Students do not qualify for any type of maternity leave.

Registration and Scheduling

The academic year at Bainbridge High School is divided into two semesters. Students receive new schedules at the beginning of each semester. Students register for the entire year during the spring semester of the previous year. Before registration, students are advised of curriculum requirements and courses that are to be offered during the next year.

Special Education Services

The Decatur County Special Education department offers services for children who have been identified as having a disability. A child with a disability is a child evaluated and determined to be eligible for special education services for intellectual disabilities, a hearing impairment including deafness, a speech or language impairment, a visual impairment including blindness, emotional disturbance, an orthopedic impairment, autism, traumatic brain injury, other health impairment, a specific learning disability, or Deaf/blindness.

Special education is specially designed instruction provided at no cost to parents that meets the unique needs of each student that is identified with a disability. Special education includes instruction in the classroom, in the home, in hospitals, institutions and other settings, physical education, travel training, and vocational education.

Related services are services such as transportation and developmental, corrective, and other supportive services as are required to assist a child with a disability to fully benefit from special education.

Decisions regarding eligibility, least restrictive environment, and services are made by a committee of individuals that work directly with the child and the child’s parents or guardian. Parents can contact the Decatur County Special Education Department by calling 229-248-2828.

Student Support Team

The Bainbridge High School Student Support Team is established to improve delivery of instructional services to students experiencing problems of an academic, social or behavioral nature in school and to serve as a resource for teachers and other educators in the delivery of these services. The committee consists of teachers, counselors and administrator.

Textbooks

The care of textbooks is the responsibility of the student to whom they are issued. The condition and number of the textbook are recorded when issued by the teacher. Any unnecessary abuse or loss of the textbook must be paid for by the

student. Lost book fees are based on replacement cost as per the current year’s Georgia Textbook List. Bainbridge High School assumes no responsibility for books lost when book bags are stolen or misplaced.

Tutoring

Teachers are available before and/or after school to assist students who are having difficulties in their class. Students are responsible for contacting teachers and working out a satisfactory schedule. Students will need passes from the teacher to visit the teacher’s classroom before school begins each morning. Board policy prohibits teachers from tutoring for pay students that they are currently teaching.

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PLANNING YOUR FUTURE AFTER HIGH SCHOOL

FRESHMAN YEAR



Continue planning your course selections to meet the graduation requirements and to include classes that may help you narrow your career decision.



The following plan of study is required of students who plan to enroll in a public junior college, senior college, or university programs leading to the baccalaureate degree. This plan will also prepare students to attend most technical programs and vocational schools. The courses outlined represent the minimum academic standards for regular admission as set forth by the Board of Regents. **EACH INSTITUTION HAS THE AUTHORITY TO ESTABLISH HIGHER STANDARDS THAN THOSE LISTED.**

English: 4 Units including 1 unit of 9th Grade Literature and Composition, 1 unit of American Literature and Composition (11th Grade), and 2 additional units.

Mathematics: 4 Units including as a minimum:

Science: 4 Units including 1 unit of Biology, 1 unit of Physical Science or Physics; 1 unit of Chemistry, Earth Science, Environmental Science, or AP course; and a Science unit that may be met using identified courses from the academic sciences or elective areas as designated in the List of State Funded Courses.

Social Studies: 4 Units including 1 unit of World History, 1 unit of US History, 1 unit of Economics, and 1 unit of Government.

CTAE and/or Modern Language/Latin and/or Fine Arts:

3 Units (many colleges and universities require at least two units of the same foreign language; e.g. Spanish I and II, French I and II, etc.)

Health and Physical Education: 1 Unit

Electives: 8 Units



Meet with your counselor to plan required class placement if you are considering entering college either full or part-time after your junior year (early admissions or joint enrollment)



Discuss types of programs available after high school (college, technical school, military or work) with counselors, teachers, parents/guardians, and friends.



Your freshman grades do count in college acceptance.



Discuss options with your counselor regarding the recovery of credit for classes you did not pass during the school year.

SOPHOMORE YEAR



Take the PSAT.



Check out summer enrichment programs and Governor’s Honors Program.



Begin school campus visits now. Call the school’s or college’s admissions office for an appointment. Request and read the catalog before visiting.



Work to make the best grades you can. If you need help with study skills, ask your teachers or counselor.



Discuss options with your counselor regarding the recovery of credit for classes you did not pass during the school year.

JUNIOR YEAR



Check with your counselor to make sure your schedule fits your future plans. Continue investigating careers and education for after high school. Observe and interview people in career fields you like most.



Check with your counselor’s office about where and when the PROBE FAIR will be in your area. The PROBE FAIR provides students with an opportunity to meet with representatives from colleges, universities, technical schools, the military and various career areas. Don’t miss it! Browse through the entire fair. Stop by each display in which you have an interest. This is an exploring time... study new possibilities... don’t rule out any options. Don’t hesitate to complete interest cards so that more information will be sent to you.



Take a career assessment survey to find out what kinds of careers might suit you. See your counselor for help with this.



If you plan to go to college, sign up with your counselor to take the Preliminary Scholastic Aptitude Test (PSAT). The PSAT also serves as the National Merit Scholarship Qualifying Test. Even if you took these tests as a sophomore, plan to take them again. The PSAT taken this year may qualify a student for the National Merit Scholarship or other scholarships. Explore test-taking techniques and scoring policies with your counselor. Do not hesitate to check the box that allows your name and address to be shared with colleges in which you have an interest.

If you are planning to attend a technical college, meet with your counselor to identify admissions requirements for the school you plan to attend.



Grade point averages are not only important for school and college admissions but also for job placement, scholarship consideration, and military academy appointments.



Start a file to keep your material together or chart your findings for easy reference. Include in that file brochures, pamphlets, letters, and catalogs from various colleges, schools, and organizations. Then compare and contrast similarities and differences in curriculum, cost, admissions requirements, and financial aid opportunities among those institutions. Explore opportunities for early admission and joint enrollment. Write for additional information if needed.



Most colleges and universities require either the Scholastic Aptitude Test (SAT) or the American College Test (ACT) for admission. Technical colleges require either the ASSET or Compass test for admission. Be sure to take the right test for the colleges, schools, and scholarship programs in which you are interested. Full information on the tests is available in the test application packet. Obtain the packet from your counselor’s office or the testing website. Many students find that it is advisable to take these types of tests more than once, preferably beginning in the junior year.



Investigate military opportunities.



Take the ASVAB.



The financial aid application process can be confusing; therefore, explore early the strategies for financing your educational plans. Achievement or special talents in many areas (athletics, drama, music, etc.) may qualify you for scholarships or financial aid. Look at the federal and state programs, college-based programs, resources in your community and church, and possibilities through your parent’s or guardian’s employer(s).






Check graduation requirements to be sure you are taking the courses for the schools or jobs in which you are interested. Remember the possibilities for Advanced Placement and College Level Examination Program (CLEP). Determine the availability of joint enrollment, other college bonus programs, and job/classroom experiences. Take a spring college entrance exam, as many college joint enrollment programs require a junior year SAT or ACT score.














Discuss options with your counselor regarding the recovery of credit for classes you did not pass during the school year.

SENIOR YEAR

-  Reduce your list of options for after-graduation to a manageable size.
-  Examine the catalogs from the schools of your choice to learn how to receive credit or exemption from classes in which you may already excel. The following are some of the methods for this advanced placement and/or credit: College Board Achievement Test (ACH), College Board Advanced Placement Tests (AP), College Level Examination Program (CLEP), Institutional Placement or Orientation Tests.
-  Do not consider enrolling at a school or college which you haven't seen firsthand. Visit classes, talk with students, try the food, and see a residence hall. Admissions offices generally are open five days a week and frequently offer daily tours. Most offices require appointments for tours and interviews. Check the literature for appropriate telephone numbers and directions. Some campuses offer overnight accommodations. Talk with your counselor before visiting colleges to learn of graduates from your high school who are now attending the colleges of your choice. Phone some of these students or their parents/guardians to ask if you may have their help in guiding you around the college campus.

When visiting college campuses during the school day, make arrangements with your high school attendance office in advance and bring back appropriate documentation of your college visit so your absence from school will be excused.

-  As college, technical school, and career representatives visit your high school, feel free to discuss the opportunities their programs offer.
-  Check with your counselor's office to learn where and when PROBE will be in your area. Take your parents/guardians with you to the PROBE FAIR. Stop by the exhibits of the schools and colleges to which you are about to apply and any which interest you. Talk with the representative about specifics – costs, programs, financial aid, application process, and student life.

-  Complete Military/ROTC applications, if applicable.
-  Send in application forms and institutional financial aid applications early to your selected colleges and schools. Now is also the time to submit job applications. Make sure to read all application instructions. Do not forget to enclose appropriate fees, if applicable. Send applications, recommendations, and transcripts to the colleges to which you wish to apply.
-  Attend Financial Aid Workshops if available. Complete Federal, State, and school/college financial aid forms...also complete a needs analysis (FAFSA). Check all deadlines...do not let them slip by.
-  Check progress with your counselor.
-  Do not forget to plan for spring campus visits to get last minute or updated information.
-  Make your final school/college/work choice. The work that you have done over the past four years should allow you to make a wise decision.
-  Notify the colleges or schools you are planning to attend. Notify those colleges or schools where you were accepted but will not attend. Send in required deposits to the college you choose to attend if you have not already done so.
-  Take Advanced Placement (AP) or College Level Examination Program (CLEP) if appropriate for your postsecondary plans.
-  Order a final transcript from your counselor and send it to the school/college/employer of your choice.

Choosing Higher Options in Careers and Education is a program offered by the Georgia Education Articulation Committee, 114 Academic Building, University of Georgia, Athens, GA 30602

GEAC also sponsors PROBE FAIRS.

DEVELOPING YOUR EDUCATIONAL PLAN

Students should develop a personal education plan to identify the required and elective courses that will be taken while in high school. Having a planned program of study and reviewing the plan on an annual basis will help students be certain that all graduation requirements are met and that their high school program of study supports their post-high school education and career goals. Students and parents/guardians are encouraged to schedule an appointment with the student’s guidance counselor to develop or review the personal education plan each year. As students’ interests and plans change during the high school years, the educational plan may require some adjustment. Before developing the educational plan, there are some important points students must seriously consider:

- What careers are related to your interests and abilities? What are your personal and intellectual strengths and your weaknesses?
- What things do you value most in life? Challenge? Creativity? Helping others? Income? Independence? Outdoor work? Prestige? Public contact? Security? Variety? Working in a group? Physical activity?
- What kind of life do you want to live? How do you plan to support yourself? What is your job or career goal for the next five to ten years? What are your life-long goals?
- What kind of career training are you planning for after high school; college, technical school, specialty school, or on-the-job training?

For students planning to attend colleges or universities, certain courses are specified and a foreign language is often required. Many colleges require certain academic credits, including two years of the same foreign language. Students have several units from which to choose electives in their areas of interest.

- Agricultural Science
- Business and Computer Science
- Fine Arts
- Health and Human Services
- Government and Public Safety
- Technical and Engineering

In considering these issues, students should discuss ideas and concerns with parents/guardians, teachers, friends, counselors, and anyone else who is involved in supporting the student’s success. Although it is primarily the student’s responsibility, the development of the educational plan cannot be accomplished effectively without the assistance of these people.

Who Can Help Students Choose The Program of Studies?

Parents/guardians know the student’s interests, likes, dislikes, and strengths better than anyone else. They also can tell the student about things they have learned from their own education and work that can help the student make wise decisions.

Students may also get many ideas from teachers and guidance counselors about high school programs. They know the work students have done in their subjects and will be able to make suggestions about a program of study. The advice of your teachers, counselor, and principal can be very useful when making course selection decisions.

In each middle school and high school, classroom guidance sessions are presented to provide information about college and career choices. A wide variety of materials are available to assist students in the career decision-making process. Career interest inventories such as the ASVAB are administered to assist students in examining the entire range of occupational possibilities. In addition, each middle school and high school provides career information planning software for student and parent/guardian use.

GACollege411 – www.gacollege411.org

GACollege411 provides current and accurate occupational and educational information to schools and agencies throughout Georgia in order to help young people and adults make informed career choices. Features include individual portfolio building, test preparation, career information, college planning, financial aid and scholarship information, military options, job skill information and personal skill and interest assessments.

GAcademy411.org

For more information, contact:
Georgia Student Finance Commission
770-724-9000

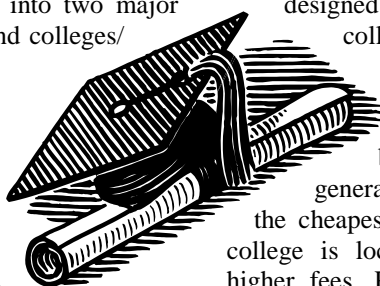
IT'S YOUR FUTURE - POSTSECONDARY EDUCATION

Employees are often paid more and have opportunities for promotion based upon their training and education. There is also a great deal of personal and intellectual satisfaction for achieving a college education or other post-secondary training. Upon your graduation from high school, the largest share of job openings, 48 percent, will require a high school diploma and/or up to four years of post-high school education, career/technology training, or specific work experience. Another 17 percent require a college degree or more.

There are many options for students to continue their education after high school to be better prepared to enter the work force. In general, postsecondary schools can be divided into two major categories: career/technology training schools and colleges/universities.

Industry Specific Training Programs

Industry Specific Training Programs are privately owned and operated schools that offer a wide variety of training options in areas such as cosmetology, mechanical repair, court reporting, paralegal services, travel services, secretarial, and medical assistance. Typical vocational training programs are short, lasting from five to twelve months. However, some training programs (such as court reporting) can take up to two or three years to complete. The main appeal of these schools is their concentrated curriculum, job-training focus, and short course length.



Technical Colleges

Technical colleges are most often state/public supported and offer several different types of programs including applied associate degrees, technical diplomas, apprenticeships and certificates. Associate degree programs are typically designed to prepare students for a technical occupation and include occupational, general education, and elective courses. Technical diploma programs are often offered to meet the needs of businesses and industry to assist employees in meeting certification requirements for specific jobs. Apprenticeships are offered for those people interested in working in an industrial or service trade. The applicant enters into an agreement with an employer in which the employer assumes the responsibility of teaching the trade to the apprentice. Completion of certificate programs indicates that a particular person has completed coursework in a focused area of study.

Colleges and Universities

Two-year colleges generally offer programs of study with an associate's degree conferred upon completion. The courses are

designed to transfer to four-year colleges, should community college students decide to pursue higher education. Some two-year colleges offer specialized job training in certain areas. These studies are designed to prepare students for the work force as soon as the program of study is complete.

Four-year colleges and universities offer bachelor's degrees and a much wider variety of studies and curriculum. Many also offer graduate studies (studies after a bachelor's degree is completed) with opportunities to earn a master's degree, doctorate, or professional degree (such as a medical doctor or lawyer). The curriculum is much broader than a two-year school and is designed to accommodate a variety of interests. There are colleges that specialize in a certain area of study, such as music.

Public colleges and universities are subsidized by the states in which they are located and are generally less expensive than private colleges. However, the cheapest rates go to residents of the state in which the college is located. Non-resident students usually pay much higher fees. Private colleges, on the other hand, are funded through endowments, tuition, and donations. They usually cost much more, but do not rule them out! Private colleges can often offer enough financial aid and scholarships to make attendance at a private college financially feasible for a student's budget. You may want to visit these websites for more information:

www.fastweb.com; www.Wiredscholar.com;
www.BestCollegePicks.com; www.ncaaclearinghouse.net.

POSTSECONDARY OPTIONS

Legislation passed by the Georgia General Assembly enables eligible public school students who are at least sixteen years old or who are classified as a junior or a senior to take approved courses at Georgia public colleges, universities, or technical institutions. The student must be accepted by an eligible institution and courses must be approved by his/her high school counselor. Students who successfully complete classes through this plan may earn both postsecondary credit hours and high school unit credit.

Participating students are responsible for securing information about high school activities such as ordering class rings, invitations, caps and gowns, yearbooks, and graduation ceremonies. Each student must provide the home high school with evidence of successful completion of postsecondary course work. Participation in postsecondary programs does not excuse the student from meeting mandated assessment requirements such as the Georgia High School Graduation Tests or End-of-Course tests.

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Students participating in any Postsecondary program are eligible to participate in competitive and other extracurricular activities, following the provisions of State

Board Rule 160-5-1-18 as long as their schedule can accommodate practices, games, etc. without interfering with their completion of postsecondary course requirements. However, conflicts could occur which could prevent students from participating.

Before enrolling in any course, students interested in dual enrollment, joint enrollment, ACCEL, or Move on When Ready must contact the school counseling office for current information on eligible institutions, contact information, approved courses, and transferable credit. You may also visit the Georgia Student Finance Commission website www.gacollege411.org

Prior to enrollment, each student participating in any postsecondary program and the student's parent(s)/guardian(s) must sign a document at the high school stating they have a clear understanding of the student's responsibilities and possible consequences to the student's plans for completing requirements for a high school diploma, to the student's rank in class, and to the student's participation in extracurricular activities. If the student fails to enroll in the postsecondary institution as planned, withdraws from the postsecondary institution, or drops a course at the postsecondary institution, then the student will not be allowed to replace or rejoin the course or courses at the high school until the beginning of the next semester.

ACCEL, DUAL ENROLLMENT, AND MOVE ON WHEN READY PROGRAMS

The ACCEL program allows students, under specific rules, to take certain academic courses on the high school campus or at postsecondary institutions that count for both graduation and postsecondary credit. The postsecondary institution may enroll students either part-time or full-time. The ACCEL program is funded through state lottery monies and credits earned count against the HOPE Scholarship hours cap.

The Dual Enrollment program provides students opportunities to receive both graduation and postsecondary credit for qualifying academic or career/tech courses taught by postsecondary institutions either on the high school campus or on the college campus. The postsecondary

institution may enroll students either part-time or full-time. The Dual Enrollment program is funded through state lottery

proceeds and credits earned through the Technical College System of Georgia do not count against the HOPE Scholarship hours cap.

Move on When Ready allows eligible students to enroll full-time in postsecondary institutions to earn both high school and college credits simultaneously. Once admitted, the participating student will take all coursework at or through the eligible institution or virtual courses approved by the State Board of Education. All courses taken must satisfy Georgia high school graduation requirements. Move on When Ready courses hours do not count against any maximum hourly caps for HOPE scholarships or grants. This program is funded through the high school full-time equivalent (FTE) program count.

JOINT ENROLLMENT AND EARLY COLLEGE

The University System of Georgia recognizes the need to provide academically talented high school students with opportunities for acceleration of their formal academic programs. This recognition has led to the development of two organized programs: (1) a joint enrollment program and (2) an early college program.

The Joint Enrollment program provides students an opportunity to be concurrently enrolled in both high school and postsecondary school. Students must be accepted at the postsecondary institution in order to attend. Courses taken and credits received at the postsecondary school will not transfer to the high school and will not satisfy high school graduation requirements. These courses will count against the HOPE Scholarship and HOPE Grant hours cap. All associated tuition and fees are the responsibility of the student.

The Early College program allows students to enroll as full-time college students following the completion of their junior year of high school. Approved courses may earn both high school and college credit. This program is funded through ACCEL, HOPE Grant, or FTE.

While most programs receive funding through Georgia state lottery or Georgia Department of Education, the student is responsible for payment for any books, materials, housing, and/or fees not provided for by the guidelines of the specific program.

Decatur County Schools Career, Technical, and Agricultural Career Pathways and Course Offerings

Agriculture Career Pathways

Agricultural Mechanics

Yr. 1 - Basic Agricultural Science and Technology

Yr. 2 – Ag Mechanics I

Yr. 3 – Ag Mechanics II

Animal Science

Yr. 1 - Basic Agricultural Science and Technology

Yr. 2 – Animal Science/Biotech

Yr. 3 – Animal Production/Mgt

Forestry/Natural Resources

Yr. 1 - Basic Agricultural Science and Technology

Yr. 2 – Forest Science

Yr. 3 – Wildlife Management

Plant Science/Horticulture

Yr. 1 - Basic Agricultural Science and Technology

Yr. 2 - Horticulture and Plant Science*

Yr. 3 - Nursery and Landscape

Business & Computer Science Career Pathways

Administrative & Information Support

Yr. 1 – Introduction to Business & Technology

Yr. 2 – Computer Applications II

Yr. 3 – Business Communication & Presentations

Interactive Media

Yr. 1 – Introduction to Digital Technology

Yr. 2 – Fundamentals of Web Design

Yr. 3 – Advanced Web Design

Education Career Pathways

Early Childhood Education

Yr. 1 – Early Childhood Education I

Yr. 2 - Human Growth and Development

Yr. 3 - Health, Safety, and Nutrition

Teaching as a Profession

Yr. 1 - Examining the Teaching Profession

Yr. 2 - Contemporary Issues in Education

Yr. 3 - Teaching as a Profession Internship

Architecture & Construction Pathway

Carpentry

Yr. 1 – Occupational Safety & Fundamentals

Yr. 2 – Introduction to Construction

Yr. 3 – Carpentry I

Yr. 4 – Carpentry II

Welding

Yr. 1 – Occupational Safety & Fundamentals

Yr. 2 – Introduction to Metals

Yr. 3 – Welding I

Yr. 4 – Welding II

Engineering Career Pathway

Engineering

Yr. 1 - Foundations of Engineering and Technology

Yr. 2 - Engineering Concepts

Yr. 3 - Engineering Applications⁺

Family and Consumer Science Pathways

Nutrition and Food Science

Yr. 1 - Food, Nutrition, and Wellness

Yr. 2 - Food and Nutrition Through the Lifespan*

Yr. 3 - Food Science*

Government and Public Safety Career Pathways

Airforce JROTC

Yr 1 - JROTC Airforce I – Aerospace Science: A
Journey into Aviation History and Leadership
I

Yr. 2 - JROTC Airforce II – Aerospace Science:
Science of Flight and Leadership II

Yr. 3 - JROTC Airforce III – Aerospace Science:
Global and Cultural Studies

Yr. 4 - JROTC Airforce IV – Aerospace:
Astronomy and/or Leadership III

Healthcare Science Pathways

Therapeutic Services—Medical Services

Yr. 1 - Introduction to Healthcare Science⁺

Yr. 2 - Applications of Therapeutic Services⁺

Yr. 3 - General Medicine

Therapeutic Services—Nursing

Yr. 1 - Introduction to Healthcare Science⁺

Yr. 2 - Applications of Therapeutic Services⁺

Yr. 3 - Nursing Essentials

**~Work-Based Learning opportunities are
available in all pathways~**

COURSE LIST and COURSE DESCRIPTIONS

LANGUAGE ARTS

(All courses within this discipline are HOPE Scholarship eligible courses except where noted.)

Course Title:	PreAP Ninth-Grade Literature and Composition
Course Number:	23.06100
Course Description:	Reading and Literature Focusing on a study of literary genres; the 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. The students will read across the curriculum to develop academic and personal interests in different subjects. While the focus is technical writing in ninth grade literature, the student 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. Instruction in language conventions will occur within the context of reading, writing, and speaking, rather than in isolation. The students demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes. THIS COURSE MUST REFLECT THE GEORGIA PERFORMANCE STANDARDS
Prerequisite:	8 th Grade Teacher Recommendation
Course Title:	Ninth Grade Literature and Composition
Course Number:	23.06100
Course Description:	Reading and Literature Focusing on a study of literary genres; the 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. The students will read across the curriculum to develop academic and personal interests in different subjects. While the focus is technical writing in ninth grade literature, the student 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. Instruction in language conventions will occur within the context of reading, writing, and speaking, rather than in isolation. The students demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes. THIS COURSE MUST REFLECT THE GEORGIA PERFORMANCE STANDARDS
Prerequisite:	None
Course Title:	READ 180
Course Number:	23.18200
Course Description:	
Prerequisite	
Course Title:	Ninth Grade Literature/READ 180
Course Number:	23.05100
Course Description:	
Prerequisite	

Course Title: PreAP American Literature and Composition
 Course Number: 23.051000
 Course Description: Reading and Literature
 Focusing on the study of American literature, writing modes and genres, and essential conventions for reading, writing, and speaking. The student develops an understanding of chronological context and the relevance of period structures in American literature. The 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. Reading across the curriculum develops students’ academic and personal interests in different subjects. While expository writing is the focus in American literature, the students will also demonstrate competency in a variety of writing genres: narrative, persuasive, and technical. The student will engage in research, timed writing, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking. The students demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes. THIS COURSE MUST REFLECT THE GEORGIA PERFORMANCE STANDARDS.

Prerequisite: None

Course Title: World Literature/Composition
 Course Number: 23.06300
 Course Description: Reading and Literature
 Focusing on a study of World Literature; the students develop an understanding of chronological context and the relevance of period structures in literature within world cultures. A focus is to explore the ways the work’s place of origin affects its structure and how the chronology of a literary work affects its meaning. The students develop an understanding of literature as both a culture’s product and a culture-bearer. An exploration of commonalities and differences among works of literature from different times and places in the world is a major component. The students will read across the curriculum to develop academic and personal interests in different subjects. Depending on which grade level this course is taught, the teacher will follow strands from the Georgia Performance Standards for that grade level for composition, conventions, and listening, speaking, and viewing

Prerequisite: None

Course Title: Literary Types/Composition
 Course Number: 23.0640020
 Course Description: Reading and Literature
 This course focuses on the major forms of fiction and nonfiction: short story, folktale, poetry, drama, essay, biography, autobiography, memoir, and editorial. A thorough study of the elements of each literary genre is critical (e.g. plot, characterization, purpose, structure, evidence, etc.). Writing is a critical component of this course, emphasizing the following writing genres: narrative, persuasive, expository (informational), and technical. Organizational structures (e.g. cause and effect, definition, and comparison and contrast) are emphasized. Since conventions are essential for reading, writing, and speaking, instruction in language conventions will, therefore, occur within the context of reading, writing, and speaking. The students observe and listen critically and respond appropriately to written and oral communication in a variety of genres and media.

Prerequisite:	None
Course Title:	Advanced Placement English Literature/Composition
Course Number:	23.06500
Course Description:	<p>Reading and Literature</p> <p>The course focuses on an intensive study of representative works from various literary genres and periods. The focus is on the complexity and thorough analysis of literary works. The students will explore the social and historical values that works reflect and embody. The textual detail and historical context provide the foundation for interpretation: the experience of literature, the interpretation of literature, and the evaluation of literature. Writing to evaluate a literary work involves making and explaining judgments about its artistry and exploring its underlying social and cultural values through analysis, interpretation, and argument (e.g. expository, analytical, and argumentative essays). The writers will develop stylistic maturity: strong vocabulary, sentence variety, and effective use of rhetoric to maintain voice. An AP syllabus will be submitted and approved by College Board.</p>
Prerequisite:	None
Course Title:	MultiCultural Literature
Course Number:	23.06700
Course Description:	<p>Reading and Literature</p> <p>The course focuses on world literature by and about people of diverse ethnic backgrounds. Students explore themes of linguistic and cultural diversity by comparing, contrasting, analyzing, and critiquing writing styles and universal themes. The students write expository, 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.</p>
Prerequisite:	None
Course Title:	Writer’s Workshop
Course Number:	23.02100 (Does not count as an English unit of credit)
Course Description:	<p>Reading and Literature</p> <p>This course offers opportunities for students to explore different writing genres: narrative, descriptive, persuasive, and expository modes of discourse. The students will study different writers and their writing styles. The students will have opportunities to improve writing proficiency through a complete study of the components of solid writing: fluency, style, diction, mechanics, grammar, imaginative expressions, and details. The course allows students to utilize the writing process to write independently to improve their writing.</p>
Prerequisite:	None
Course Title:	Advanced Composition
Course Number:	23.03400
Course Description:	<p>Reading and Writing</p> <p>This course focuses on the writing process (planning, drafting, and revising). The students</p>

will focus on different writing genres and organizational structures: expository, persuasive, narrative, descriptive, comparison-contrast, exemplification, process analysis, classification, cause and effect, and definition. Advanced grammar skills will be a major component of this class. An emphasis on research is also required.

Prerequisite: None

Course Title: Advanced Placement English Language/Composition

Course Number: 23.04300

Course Description: Reading and Writing

This course focuses on content, purpose, and audience as the guide for the students’ organization in writing. The course will enable students to become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts. The students will compose for a variety of purposes with a clear understanding of writer’s purpose, audience expectations, and subjects as well as the way conventions and resources of language contribute to writing effectiveness. Expository, analytical, and argumentative writings support the academic and professional communication required by colleges; personal and reflective writing support the development of writing facility in any context. Students will examine primary and secondary sources to synthesize materials for their writing. An AP syllabus will be submitted and approved by College Board

Prerequisite: None

Course Title: English Literature/Composition

Course Number: 23.05200

Course Description: Reading and Literature

This course focuses on the study of British literature, writing modes and genres, and essential conventions for reading, writing, and speaking. The students develop an understanding of chronological context and the relevance of period structures in British literature. The 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 encounter a variety of informational and literary texts and read texts in all genres and modes of discourse. Reading across the curriculum develops the students’ academic and personal interests in different subjects. While the continued focus is expository writing in British literature, the student will also demonstrate competency in a variety of writing genres: narrative, persuasive, and technical. The students will engage in research, the impact that technology has on writing, timed writing, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking, rather than in isolation. The students demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes. THIS COURSE MUST REFLECT THE GEORGIA PERFORMANCE STANDARDS.

Prerequisite: None

Course Title:	Journalism I
Course Number:	23.03200 (1 st Semester)
Course Description:	Journalism is an elective course. (Does not count as an English unit of credit) This course focuses on journalistic writing through analysis of newspapers, yearbooks, literary magazines, and broadcast journalism publications. A concentration on the following components of journalistic writing is critical: 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. If a publication is produced, the students will learn the process of publishing.
Prerequisite:	Application Process and Teacher Recommendation
Course Title:	Journalism II
Course Number:	23.03300 (2 nd Semester)
Course Description:	Journalism is an elective course. (Does not count as an English unit of credit) This course focuses on journalistic writing through analysis of newspapers, yearbooks, literary magazines, and broadcast journalism publications. A concentration on the following components of journalistic writing is critical: 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. If a publication is produced, the students will learn the process of publishing.
Prerequisite:	Application Process and Teacher Recommendation
Course Title:	Journalism III
Course Number:	23.03500 (1 st Semester)
Course Description:	Journalism is an elective course. (Does not count as an English unit of credit) This course focuses on journalistic writing through analysis of newspapers, yearbooks, literary magazines, and broadcast journalism publications. A concentration on the following components of journalistic writing is critical: 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. If a publication is produced, the students will learn the process of publishing.
Prerequisite:	Application Process and Teacher Recommendation
Course Title:	Journalism IV
Course Number:	23.03600 (2 nd Semester)
Course Description:	Journalism is an elective course. (Does not count as an English unit of credit) This course focuses on journalistic writing through analysis of newspapers, yearbooks, literary magazines, and broadcast journalism publications. A concentration on the following components of journalistic writing is critical: 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. If a publication is produced, the students will learn the process of publishing.
Prerequisite:	Application Process and Teacher Recommendation

English to Speakers of Other Languages (ESOL)

ESOL courses are only available to English Language Learners who meet the state’s criteria.

Course Title:	English ESOL I
Course Number:	23.09100
Course Description:	This course focuses on interpersonal communication, school and survival skills through short responses within structured contexts and participation in simple conversations. It focuses on fundamental skills in listening, speaking, reading, and writing and includes academic vocabulary drawn from the content areas and high-frequency vocabulary for everyday living. Course content is aligned with 9th grade Literature and Composition. The course familiarizes students with appropriate learning strategies for all classes including the use of dictionary skills and promotes an understanding of U.S. culture. This course replaces English I and the 9th grade English EOCT is required.

Prerequisite:	There are no course prerequisites. Eligibility for all ESOL courses is determined according to the state of Georgia’s ESOL placement guidelines and testing procedures.
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Course Title:	English ESOL II
Course Number:	23.09200
Course Description:	In this course, students continue developing proficiency in listening, speaking, reading, and writing English with opportunities to demonstrate their emerging skills in a stress free environment. ESOL II emphasizes sustained interpersonal communication of ideas, personal and safety needs, plus cognitive-academic language proficiency. In addition to reinforcing the skills taught in ESOL I, this course introduces the writing processes of planning, drafting, revising, editing, and proofing. Students study literature (essays and other nonfiction, short stories, novels, folktales, poetry, mythology, and drama) and authentic texts (newspapers, magazines, labels, directions, etc.). ESOL II may be taken to meet one of the unit requirements for high school English credit.

Prerequisite:	There no course prerequisites. Eligibility for all ESOL courses is determined according to the state of Georgia’s ESOL placement guidelines and testing procedures.
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Course Title:	English ESOL III
Course Number:	23.09300
Course Description:	This course presents the English language in more complex, cognitively-demanding situations. It emphasizes comprehension of detailed information with fewer contextual clues on unfamiliar topics. Students will produce, initiate, and sustain spontaneous language interactions, using circumlocution when necessary. The course includes interactions with increasingly complex written material such as descriptive, personal narrative, and expository writing which includes grammar, mechanics, and rhetorical coherence in written assignments. Students will study authors and literary selections including: poetry, short stories, novels, and drama. The course incorporates writing to satisfy social and academic needs and stresses vocabulary development. Students are encouraged to express complex feelings, needs, and opinions in speaking and writing. ESOL III may be taken to meet one of the unit requirements for high school English credit.

Prerequisite:	ESOL English II
Course Title:	English ESOL IV
Course Number:	23.09400

Course Description: This course emphasizes effective oral and written communication with various audiences on a wide range of familiar and new topics. It builds comprehension of concrete and abstract topics as well as recognition of language subtleties in a variety of communicative settings. Students work to develop reading skills at or near grade level with a limited number of comprehension difficulties. The course stresses full participation at or near grade level in all content areas. ESOL IV emphasizes the process of writing, including planning, drafting, and revising. It includes assignments on different levels of discourse: expository, persuasive, narrative, and descriptive. In ESOL IV, students review grammar, mechanics, usage, and spelling with both intensive and extensive vocabulary and comprehension development. The appropriate End-Of-Course Test (EOCT) is required for this course.

ESOL English IV may be taken to meet one of the unit requirements for high school English credit. Some ESOL students may need to take ESOL IV before attempting the required American Literature course (English III), in a regular classroom.

Prerequisite: ESOL III

MATHEMATICS

(All courses within this discipline are HOPE Scholarship eligible courses except where noted.)

Course Title:	Coordinate Algebra Support
Course Number:	27.19810
Course Description:	The purpose of the Coordinate Algebra Support class is to address the needs of students who have traditionally struggled in mathematics by providing the additional time and attention they need in order to successfully complete Coordinate Algebra without failing. Coordinate Algebra Support is an elective class that should be taught concurrently with Coordinate Algebra.

Prerequisite:	Teacher Recommendation
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Course Title:	CGPS Coordinate Algebra
Course Number:	27.09710
Course Description:	This is the first in a sequence of three high school courses designed to ensure career and college readiness. The course represents a discrete study of algebra with correlated statistics applications and a bridge to the second course through coordinate geometric topics. The course requires that students:

- Reason quantitatively and use units to solve problems
- Interpret the structure of expressions
- Create linear and exponential equations that describe numbers or relationships
- Understand solving equations as a process of reasoning and explain the reasoning
- Solve equations and inequalities in one variable and systems of linear equations
- Represent and solve equations and inequalities graphically
- Understand the concept of a function and use function notation
- Interpret functions that arise in applications in terms of the context
- Analyze linear and exponential functions using different representations
- Build a function that models a relationship between two quantities and new functions from existing functions
- Construct and compare linear and exponential models and solve problems
- Interpret expressions for functions in terms of the situation they model
- Experiment with transformations in the plane
- Use coordinates to prove simple geometric theorems algebraically
- Summarize, represent, and interpret data on a single count or measurement variable and on two categorical and quantitative variables
- Interpret linear models

Prerequisite:	<i>Successful completion of 8th grade math</i>
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Course Title:	CCGPS Analytic Geometry
Course Number:	27.19720
Course Description:	This is the second course in a sequence of three high school courses designed to ensure career and college readiness. The course embodies a discrete study of geometry analyzed by means of algebraic operations with correlated probability/statistics applications and a bridge to the third course through algebraic topics. The course requires that students:

- Extend the properties of exponents to rational exponents

- Use properties of rational and irrational numbers; perform arithmetic operations with complex numbers
- Use complex numbers in polynomial identities and equations
- Understand congruence in terms of rigid motions
- Prove geometric theorems
- Make geometric constructions
- Understand similarity in terms of similarity transformations and prove theorems involving similarity
- Define trigonometric ratios and solve problems involving right triangles
- Understand and apply theorems about circles; find arc lengths and areas of sectors of circles
- Translate between the geometric description and the equation for a conic section
- Use coordinates to prove simple geometric theorems algebraically
- Explain volume formulas and use them to solve problems
- Interpret the structure of expressions; write expressions in equivalent forms to solve problems
- Perform arithmetic operations on polynomials
- Create equations that describe numbers or relationships
- Solve equations and inequalities in one variable and systems of equations
- Interpret functions that arise in applications in terms of the context
- Analyze functions using different representations
- Build a function that models a relationship between two quantities; build new functions from existing functions
- Construct and compare linear, quadratic, and exponential models and solve problems
- Summarize, represent, and interpret data on two categorical and quantitative variables
- Understand independence and conditional probability and use them to interpret data
- Use the rules of probability to compute probabilities of compound events in a uniform probability model

Prerequisite: Successful completion of CCGPS Coordinate Algebra

Course Title: Accelerated CCGPS Analytic Geometry B/Advanced Algebra

Course Number: 27.09760

Course Description: This is the second in a sequence of mathematics courses designed to ensure that students are prepared to take higher-level mathematics courses during their high school career, including Advanced Placement Calculus AB, Advanced Placement Calculus BC, and Advanced Placement Statistics. The course requires that students:

- Extend the properties of exponents to rational exponents
- Use properties of rational and irrational numbers; perform arithmetic operations with complex numbers
- Perform arithmetic operations on polynomials
- Use complex numbers in polynomial identities and equations
- Interpret the structure of expressions; write expressions in equivalent forms to solve problems
- Understand the relationship between zeros and factors of polynomials
- Use polynomial identities to solve problems
- Rewrite rational expressions
- Create equations that describe numbers or relationships
- Understand solving equations as a process of reasoning and explain the reasoning
- Solve equations and inequalities in one variable
- Solve systems of equations; represent and solve equations and inequalities graphically
- Interpret functions that arise in applications in terms of the context; analyze functions using different representations
- Build a function that models a relationship between two quantities; build new functions from existing functions
- Construct and compare linear, quadratic, and exponential models and solve problems
- Extend the domain of trigonometric functions using the unit circle
- Model periodic phenomena with trigonometric functions
- Prove and apply trigonometric identities
- Translate between the geometric description and the equation for a conic section
- Use coordinates to prove simple geometric theorems algebraically
- Visualize relationships between two-dimensional and three-dimensional objects;
- Apply geometric concepts in modeling situations
- Summarize, represent, and interpret data on a single count or measurement variable
- Summarize, represent, and interpret data on two categorical and quantitative variables
- Understand and evaluate random processes underlying statistical experiments

- Make inferences and justify conclusions from sample surveys, experiments, and observational studies

Prerequisite: Successful completion of Accelerated CCGPS Coordinate Algebra/Analytic Geometry A

Mathematics III: Advanced Algebra / Statistics

27.08300

This is the third in the sequence of secondary mathematics courses designed to ensure that students are college and work ready. This course requires students t

- Analyze polynomial functions of higher degree;
- Explore logarithmic functions as inverses of exponential functions;
- Solve a variety of equations and inequalities numerically, algebraically, and graphically;
- Use matrices and linear programming to represent and solve problems;
- Use matrices to represent and solve problems involving vertex-edge graphs;
- Investigate the relationships between lines and circles;
- Recognize, analyze, and graph the equations of conic sections;
- Investigate planes and spheres;
- Solve problems by interpreting a normal distribution as a probability distribution, and
- Design and conduct experimental and observational studies.

Prerequisite: Successful completion of Mathematics II

Mathematics IV: Pre-Calculus – Trigonometry / Statistics

27.08400

Course Title: **Mathematics IV: Pre-Calculus – Trigonometry / Statistics**
Course Number: **27.08400**
Course Description: This is a fourth year mathematics course designed to prepare students for calculus and similar college mathematics courses. This course requires students t

- Investigate and use rational functions;
- Analyze and use trigonometric functions, their graphs, and their inverses;
- Use trigonometric identities to solve problems and verify equivalences statements;
- Solve trigonometric equations analytically and with technology;
- Find areas of triangles using trigonometric relationships;
- Use sequences and series;
- Understand and use vectors;
- Investigate the Central Limit theorem; and
- Use margins of error and confidence intervals to make inferences from data.

Prerequisite: Successful completion of Mathematics III

Course Title: Accelerated Mathematics III: Precalculus / Trigonometry / Statistics

Course Number: 27.9300

Course Description: This is the third in a sequence of mathematics courses designed to ensure that students are prepared to take Advanced Placement Calculus or Advanced Placement Statistics during their high school career. It requires students to:

- investigate and use rational functions;
 - analyze and use trigonometric functions, their graphs, and their inverses;
 - find areas of triangles using trigonometric relationships;
 - use trigonometric identities to solve problems and verify equivalence statements;
 - solve trigonometric equations analytically and with technology;
 - use complex numbers in trigonometric form;
 - understand and use vectors;
 - use sequences and series;
 - explore parametric representations of plane curves;
 - explore polar equations;
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- investigate the Central Limit theorem; and
- use margins of error and confidence intervals to make inferences from data.

Prerequisite: Successful completion of Accelerated Mathematics II or its equivalent.

Course Title: Advanced Placement Calculus

Course Number: 27.07200

Course Description: These courses are comparable to the first and second college level calculus courses. Students will be required to take the Advanced Placement Calculus AB or BC Exam. The courses include a study of elementary functions, limits and continuity, and differential and integral calculus.

Students enrolled in this course are expected to take the Advanced Placement examination in AP Calculus in May.

Prerequisite: Successful completion of Accelerated Mathematics III or its equivalent.

Advanced Placement Statistics

27.07400

This course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students study four broad conceptual themes:

1. Exploring data by observing patterns and departures from patterns
2. Planning a study, including deciding what and how to measure
3. Anticipating patterns by producing models using probability
4. Statistical inference through modeling

Students enrolled in this course are expected to take the Advanced Placement examination in AP Statistics in May.

Successful completion of Mathematics II, Accelerated Mathematics II, or higher.

Course Title: Math Support III

Course Number: 27.14600

Course Description: This course is designed for students who have passed Mathematics II but continue to need additional support in the area of mathematics. The course will assist students in mastering the skills necessary for success in Mathematics III.

(This is a mathematics elective. Does not earn math core academic credit.)

Prerequisite: Recommendation by an administrator, teacher, or counselor. Must be taken with Mathematics III.

Course Title: Mathematics Finance

Course Number: 27.08700

Course Description: Mathematics Finance is a course designed to follow the completion of Mathematics III or Accelerated Mathematics II. The course concentrates on the mathematics necessary to understand and make informed decisions related to personal finance. The mathematics in the course will be based on many topics in prior courses; however, the specific applications will extend the student’s understanding of when and how to use these topics. In this course, students will learn the mathematics involved in:

- amortization of loans,
- stock transactions,
- credit cards,
- taxes,
- budgets,

- automobile purchases,
- fuel economy,
- Social Security,
- Medicare,
- retirement planning,
- checking and savings accounts,
- transportation,
- budgeting,
- home rental or ownership,
- other related finance applications

Students will also use basic functions to solve and model problems related to stock transactions, banking and credit, employment and taxes, rent and mortgages, retirement planning, and other related finance applications.

Prerequisite:	Successful completion of Mathematics III or Accelerated Mathematics II
Course Title:	Math III/GHSGT Prep
Course Number:	27.04700
Course Description	This course is designed for students who have passed Mathematics I and Mathematics II but continue to need additional support in the area of mathematics. The course will assist students in mastering the skills necessary for success on the mathematics portion of the Georgia High School Graduation Test.
Prerequisite:	Recommendation by an administrator, teacher, or counselor. Passed Mathematics II.

SCIENCE

(All courses within this discipline are HOPE Scholarship eligible courses.)

Course Title:	Physical Science
Course Number:	40.01100
Course Description	Physical Science is a laboratory-based science course. Topics in Physics include motion, forces, simple machines, energy, light, electricity, and sound. Chemistry topics include the structure of atoms, elements, mixtures, compounds, and chemical reactions. The course will consist of lab exercises and mathematics to reinforce the concepts associated with these topics.
Prerequisite:	None.
Course Title:	PreAP Biology
Course Number:	26.0120040
Course Description	Pre-AP Biology differs from other biology courses in several aspects. The Pre-AP course places a higher priority on the development of critical thinking skills through real world application. Pre-AP Biology is not set apart from the on-level Biology courses by speed but rather by depth. The course will examine the fore mentioned biological concepts in more depth by using an advanced text, additional resources, and research based investigations. Pre-AP Biology is recommended for students that are high-achieving, have an advanced aptitude toward science, and display a particular interest in biology and other natural sciences. The ultimate goal of Pre-AP Biology is to present a rigorous curriculum with the aim of preparing for future advanced placement science courses but more importantly to encourage success after high school. Students enrolled in the Pre-AP Biology course are expected to be proficient readers, skilled writers, and mature in taking on the responsibility for learning both inside and outside of the classroom setting.
Prerequisite:	None
Course Title:	Biology I
Course Number:	26.01200
Course Description	The Biology course’s foundation is based on the Georgia Performance Standards developed by the Georgia Board of Education. Biology focuses on the exciting world of living things from microscopic organisms to the complexities of multicellular, higher organisms. Study begins at the molecular level and progresses through the interdependency and interactions of the biotic and abiotic components of the environment. Success of organisms within a population and throughout the biosphere in conjunction with humankind’s impact on that reliance will also be examined. The curriculum encompasses the major biological concepts: Cellular Biology, Interdependence, Flow of Matter and Energy, Life’s Evolution, Heredity, Biodiversity, Biotechnology and Modern Biological Discoveries and Concerns. Students will explore these concepts through a variety of inquiry techniques. Mastery of biological concepts will be demonstrated through laboratory investigations, gathering and interpreting data, and expressing understanding of biological concepts through written and verbal communication. Participating in classroom activities, lectures, laboratory experiences and completing assignments are essential in preparing for the End of Course Test in Biology.
Prerequisite:	None
Course Title:	Human Anatomy and Physiology
Course Number:	27.07300
Course Description	Anatomy and Physiology is a lab-based course that integrates the study of the structures and functions of the human body. Areas of study include levels of organization, beginning

with the cellular level and progressing through the organ system level. Required in the course are various detailed mammalian dissections. Important components of the course are various research activities, review of medical issues, and application of knowledge to technology and society.

Prerequisite:	None
Course Title:	Environmental Science
Course Number:	26.06110
Course Description	Environmental Science is an elective designed as an integrated and global approach to science and technology. The concepts in this course focus on the links between living things, their surroundings, and the total environment of the planet. The scientific principles and related technology will assist the student in understanding the relationships between local, national, and global environmental issues.
Prerequisite:	None
Course Title:	Advanced Placement Environmental Science
Course Number:	26.06200
Course Description	Students receive the same level of instruction as they would at the college level. AP Environmental Science is designed to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. The following themes provide a foundation for the structure of the AP Environmental Science course: (1)Physical Science, (2)Energy conversions underlie all ecological processes, (3)The Earth itself is one interconnected system, (4)Humans alter natural systems, (5)Environmental problems have a cultural and social contest, and (6)Human survival depends on developing practices that will achieve sustainable systems. <i>Students enrolled in this course are required to take the Advanced Placement examination in AP Environmental Science in May.</i>
Prerequisite:	Chemistry.
Course Title:	PreAP Chemistry
Course Number:	40.05100
Course Description	PreAP Chemistry is a laboratory course in which students study the properties and behavior of matter. Topics such as atomic structure, kinetic theory of matter, and chemical reactions will be covered. This course is designed to cover many of the same topics as Chemistry I but in more detail. Substantial lab time is required in order to accomplish the objectives set for this course.
Prerequisite:	None
Course Title:	Chemistry I
Course Number:	40.05100
Course Description	Chemistry is a laboratory course in which students study the properties and behavior of matter. Students who successfully complete this course may expect to know the nature and structure of atoms, the contributions of various scientists to the development of chemistry as a science, how substances are involved in chemical reactions, and the use of some compounds in their everyday life.
Prerequisite:	None
Course Title:	Earth Systems
Course Number:	40.06400

Course Description	This course will focus on the composition and formation of Earth Systems, Earth’s relationship to the solar system, plate tectonics, geological features, materials, and hazards. Instruction will also focus on the exploration of the actions of water, wind, and gravity that create landforms and landscapes. Instruction will include the investigation of how rock relationships and fossils are used to reconstruct the Earth’s geologic time periods. Instruction will also include information about how weather and climate are affected by the interaction of Earth systems. The effects of how life on Earth responds to and shapes Earth systems will also be investigated.
Prerequisite:	None
Course Title:	Oceanography
Course Number:	40.07100
Course Description	Oceanography is the study of the ocean. Areas of study include the ocean origins, physical movement, topographical structures, chemistry of seawater, geological characteristics and climate influence. Students will explore the unique ecosystems and the living organisms that inhabit the ocean. Students will research how the ocean influences humans and the affect humans have on the ocean environment and its inhabitants.
Prerequisite:	None
Course Title:	Physics I
Course Number:	40.08100
Course Description	Physics is the study of matter and its energy. In this course you will study topics to include kinematics, motion, energy, electricity, magnetism, and wave properties. This class will include lab exercises and mathematics to reinforce the concepts associated with these topics.
Prerequisite:	None

SOCIAL STUDIES

(All courses within this discipline are HOPE Scholarship eligible courses.)

Course Title:	World History
Course Number:	45.08300
Course Description	World History is a required course for graduation that emphasizes the political, cultural, economic, and social development and growth of civilizations. It examines the development of change beginning with ancient civilizations, the emergence of nations through trade/communications, intellectual development, scientific/technological development, emergence of nation states, nations in conflict, and the emerging interdependence of nations in the twentieth century. 9 th Grade Course.
Prerequisite:	None
Course Title:	U.S. History
Course Number:	45.08199
Course Description	United States History is a required course for graduation. Topics include the social, political, technological, and economic issues relating to the history of the United States from the colonial era through the present. Basic social studies skills and critical thinking are integrated and reinforced into each area of United States History. EOCT is required, 10 th grade course. May be substituted with APUSH.
Prerequisite:	None
Course Title:	American Government/Civics
Course Number:	45.05700
Course Description	Course Description: Government is a survey course that is required for graduation and is to be taken in the 11th grade. Topics covered include the origins of government, the English influence on the American system, the U.S. Constitution, individual rights of citizens, citizenship, the election process, state and local governments, and the three branches of government. It integrates and reinforces the basic social studies skills and critical thinking. AP U.S. Government/Politics may be substituted.
Prerequisite:	None
Course Title:	Economics
Course Number:	45.06100
Course Description	Course Description: Economics is a survey course that is required for graduation and is taken in the 12th grade. Topics include fundamental concepts, microeconomics, macroeconomics, international economics, and personal finance. Economics integrates and reinforces critical thinking and social studies skills. EOCT required.
Prerequisite:	None
Course Title:	Humanities
Course Number:	45.01400
Course Description	This course investigates the development of values, aesthetics, and human expression in Western civilization. Art, music, architecture, drama, history, and philosophy provide the essential mediums of study which include the birth of civilizations to the post- modern world. 10 th & 11 th grade.
Prerequisite:	None
Course Title:	Sociology
Course Number:	45.03100
Course Description	Sociology is an elective survey course. Topics include the background of sociology,

sociological research and methods, insights into culture, socialization skills and influences, and social institutions. It integrates and reinforces the basic social studies skills and critical thinking. 11th & 12th grades.

Prerequisite:

Course Title: Advanced Placement Psychology

Course Number: 45.01600

Course Description: Advanced Placement Psychology conforms to College Board topics for the Advanced Placement Psychology Examination. The course explores the systematic and scientific study of the behavior and mental processes of human beings and other animals. Psychological facts, principles, and phenomena associated with the various subfields of psychology will be introduced.

Students enrolled in this course are required to take the Advanced Placement examination in AP Psychology in May.

Prerequisite:

Course Title: Advanced Placement U.S. Government & Politics

Course Number: 45.05200

Course Description: Advanced Placement Government is a one-semester course that conforms to College Board topics for the AP Government Examination. This course explores constitutional underpinnings of the United States government, political beliefs and behaviors, political parties, interest groups and mass media, institutions of national government, public policy, civil rights, and civil liberties.

Students enrolled in this course are required to take the Advanced Placement examination in AP U.S. Government in May.

Prerequisite:

Course Title: Advanced Placement U.S. History

Course Number: 45.08200

Course Description: Advanced Placement United States History conforms to College Board topics for the Advanced Placement United States History Examination. The course explores themes which help students to think conceptually about the American past and focus on historical change over time. The course focuses on themes such as American diversity, American identity, culture, demographic changes, economic transformations, environment, globalization, politics and citizenship, reform, religion, slavery and its legacy, and war and diplomacy that will help students put time periods into larger framework.

Students enrolled in this course are required to take the Advanced Placement examination in AP U.S. History in May.

Prerequisite:

Course Title: Advanced Placement European History

Course Number: 45.08400

Course Description: Advanced Placement European History conforms to the College Board topics for the Advanced Placement European History Examination. The study of European History since 1450 examines cultural, economic, political, and social developments that played a fundamental role in shaping the world. In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop (a) an understanding of some of the principal themes of European History, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.

Students enrolled in this course are required to take the Advanced Placement examination in AP European History in May.

Prerequisite:

Foreign Languages

Course Title:	Spanish I
Course Number:	60.071100
Course Description	In this course students begin developing proficiency in the four basic skills: listening, speaking, reading, and writing Spanish. It is a vocabulary-rich environment where survival skills are taught along with cultural information about the many Spanish-speaking countries. Activities include dialogue, role-playing, celebrations, films, videos, recordings, games, food study and other activities which provide an overview of the language.
Prerequisite:	There are no prerequisites.
Course Title:	Spanish II
Course Number:	60.07200
Course Description	Course Description: In this course students continue to develop proficiency in listening, speaking, reading, and writing Spanish. It also continues to increase students’ knowledge and appreciation of the diverse countries whose language they are learning. Emphasis is on a thorough tense study, grammatical structure, and language development.
Prerequisite:	Spanish I
Course Title:	Spanish III
Course Number:	60.073000
Course Description	Students continue to develop the oral and written language skills acquired in Spanish I and II. Spanish III extends the students’ knowledge of the language by exploring Spanish literature, politics, history, and daily life more in depth. Readings, skits, short stories, role-playing, video presentations, and comprehension games are used to reinforce skills.
Prerequisite:	Spanish II
Course Title:	Spanish IV
Course Number:	60.07400
Course Description	Course Description: This course is designed to immerse the student in more advanced topics of Spanish. Reading skills are developed by using poems, short stories, and a variety of culturally diverse current events. Listening is enhanced by using tapes, films, CD’s and computer-generated comprehension activities. Writing is developed as the student creates personal examples of their work. Speaking and writing skills are further developed.
Prerequisite:	Spanish III
Course Title:	Spanish V
Course Number:	60.07500
Course Description	Spanish V is a rigorous course for those students who want to complete AP level work without the AP credit or taking the AP Spanish exam.
Prerequisite:	Spanish IV
Course Title:	Spanish VI
Course Number:	60.07600
Course Description	Enhances Level Five skills in Spanish, provides opportunities to increase levels of proficiency in all skill areas and to deepen understanding of Spanish-speaking cultures. Offers further opportunities to study Spanish literature and advanced level topics.
Prerequisite:	Spanish V

CAREER, TECHNICAL, & AGRICULTURAL EDUCATION

Agricultural Education

Agricultural Mechanics Pathway

Course Title:	Basic Agricultural Science & Technology
Course Number:	02.57100
Course Description	This course is designed as an introduction or support course for the AgriScience Pathway Program of Study. The course introduces the major areas of scientific agricultural production and research; presents problem solving lessons and introductory skills and knowledge in agricultural science and agri-related technologies. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities. This course gives an overview of many agricultural sciences topics. The following are examples of topics that can be covered: Veterinary Medicine, Plant Science, Animal Science, Natural Resources, Biotechnology, and Aquaculture.

Prerequisite:	None
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Course Title:	Agricultural Mechanics I
Course Number:	01.52100
Course Description	This laboratory course is designed to provide students with introductory level experiences in selected major areas of agricultural mechanics technology which may include small engine maintenance and repair, metal fabrication, wood working, electrical wiring, and maintenance of agricultural machinery, equipment, and tractors. Learning activities include information, skill development, and problem solving. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.

Prerequisite:	Basic Agricultural Science & Technology
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Course Title:	Agricultural Mechanics II
Course Number:	01.52200
Course Description	The goal of this laboratory course is to offer students intermediate level experiences in selected major areas of agricultural mechanics technology which may include small engine maintenance and repair, metal fabrication, concrete construction, building construction, plumbing, electrical wiring, soil and water conservation, and maintenance of agricultural machinery, equipment and tractors. Learning activities include information, skill development, and problem solving. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.

Prerequisite:	Agricultural Mechanics I
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Animal Systems Pathway

Course Title:	Basic Agricultural Science & Technology
Course Number:	02.57100
Course Description	This course is designed as an introduction or support course for the AgriScience Pathway Program of Study. The course introduces the major areas of scientific agricultural production and research; presents problem solving lessons and introductory skills and

knowledge in agricultural science and agri-related technologies. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities. This course gives an overview of many agricultural sciences topics. The following are examples of topics that can be covered: Veterinary Medicine, Plant Science, Animal Science, Natural Resources, Biotechnology, and Aquaculture.

Prerequisite: None

Course Title: Animal Science and Biotechnology

Course Number: 02.52100

Course Description: As part of the Animal Systems pathway program of study, 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. 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 gives an overview of the animal science industry. The following are examples of topics that can be covered: Animal Physiology, Agricultural Animal Science Industry, Small Animal Care & Management, Equine Management, Pre-Veterinary Medical Practices, Wildlife Management, Aquaculture, and Genomics & Animal Genetics.

Prerequisite: Basic Agricultural Science & Technology

Course Title: Animal Production/Management

Course Number: 01.53200

Course Description: The goal of this course is to provide all students instruction in establishing and managing agricultural animal enterprises; includes instruction in selecting, breeding, feeding, caring for, and marketing beef and dairy cattle, horses, swine, sheep, and poultry. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.

Prerequisite: Animal Science/BioTech

Forestry Natural Resources Patway

Course Title: Basic Agricultural Science & Technology

Course Number: 02.57100

Course Description: This course is designed as an introduction or support course for the AgriScience Pathway Program of Study. The course introduces the major areas of scientific agricultural production and research; presents problem solving lessons and introductory skills and knowledge in agricultural science and agri-related technologies. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities. This course gives an overview of many agricultural sciences topics. The following are examples of topics that can be covered: Veterinary Medicine, Plant Science, Animal Science, Natural Resources, Biotechnology, and Aquaculture.

Prerequisite: None

Forest Science
03.55100

This course provides entry-level skills for employment in the forest industry and for further study. The course covers establishing forests by natural and artificial means, maintaining and surveying forests, identifying and protecting trees, practicing silviculture, measuring

trees and land, mapping, preparing for timber sales and harvest, employing multiple-use resource management, keeping records, and figuring taxes. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.

Prerequisite: Basic Agricultural Science & Technology

Course Title: Wildlife Mangement

Course Number: 03.55300

Course Description This course introduces students to the principles of wildlife management and conservation and to opportunities for further education and careers in the field of wildlife biology. The course includes instruction in the history of wildlife management, ecological concepts, habitat assessment, habitat management techniques for wildlife, population dynamics, predator-prey relationships, wildlife species biology and identification, human-wildlife conflict resolution, the role of hunting in conservation, game and fish laws and regulations, hunters safety, and the application of scientific principles to managing wildlife habitat and populations. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.

Prerequisite: Forest Science

Plant Science/Horticulture Pathway

Course Title: Basic Agricultural Science & Technology

Course Number: 02.57100

Course Description This course is designed as an introduction or support course for the AgriScience Pathway Program of Study. The course introduces the major areas of scientific agricultural production and research; presents problem solving lessons and introductory skills and knowledge in agricultural science and agri-related technologies. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities. This course gives an overview of many agricultural sciences topics. The following are examples of topics that can be covered: Veterinary Medicine, Plant Science, Animal Science, Natural Resources, Biotechnology, and Aquaculture.

Prerequisite: None

Course Title: Horticulture and Plant Science

Course Number: 01.56100

Course Description 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 gives an overview of the horticulture industry. The following are examples of topics that can be covered: Plant Physiology, Plant Reproduction, Soil Science, Plant Nutrients, Fertilization Materials & Methods, Insects, Weeds, Diseases, & Physiological Disorders, Irrigation Methods, and Plant Science & Horticulture Careers.

Prerequisite: Basic Agricultural Science & Technology

Basic Agricultural Science & Technology

Course Title: Nursery and Landscape

Course Number: 01.57000

Course Description 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. This course gives an overview of the nursery and landscape industries. The following are examples of topics that can be covered: Green Industry, Nursery & Landscape Careers, Nursery & Landscape Tools & Equipment, Nursery & Landscape Plant Taxonomy, Soil Science, Hands-on Landscape Design, Preparation & Planting, Landscape Cost Analysis, and Insect & Disorders.

Prerequisite: Horticulture and Plant Science

Business & Computer Science

Administrative/Information Support Pathway

Course Title: Introduction to Business & Technology
 Course Number: 07.541300
 Course Description: Learn everything you need to know about computers using Microsoft Office. Students will learn the basics of word processing Word, spreadsheets Excel, presentation software PowerPoint, database management Access, desktop publishing Publisher, and career exploration. Document formatting and basic computer functions will be covered, preparing the student for future study in the Computing program. This course is an excellent way to learn the basic programs of Office 2010 and is highly recommended as an introductory computer course.

Prerequisite:

Computer Applications II
 07.541200

Prerequisite:

Course Title: Business Communication & Presentations
 Course Number: 07.58310
 Course Description: The goal of this course is to provide an understanding and application of social, ethical, and human issues related to technology. The course will also provide an introduction to computer technology, decision-making, productivity, communications, and problem-solving skills. Areas of instruction include computer applications and integration of word processing, desktop publishing, spreadsheet, database, and presentation software as well as use of emerging technologies. In this course, high school students can acquire skills required to create, edit, and publish industry appropriate documents. Areas of study will also include oral and written communications and information research for reporting purposes. Competencies for the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the core employability skills standards and technical skill standards.

Prerequisite:

Interactive Media Pathway

Course Title: Introduction to Digital Technology
 Course Number: 11.51500
 Course Description: The goal of this course is to provide all students with an introduction to the principles of computer science and its place in the modern world. This course should also help students to use computers effectively in their lives, thus providing a foundation for successfully integrating their own interests and careers with the resources of a technological society. In this course, high school students can acquire a fundamental understanding of the operation of computers and computer networks and create useful programs implementing simple algorithms. By developing Web pages that include images, sound, and text, they can acquire a working understanding of the Internet, common formats for data transmission, and some insights into the design of the human-computer interface. Exposure to career

possibilities and discussion of ethical issues relating to computers should also be important threads in this course.

Prerequisite: None

Course Title: Fundamentals Web Design

Course Number: 11.53100

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

Prerequisite: Computing in the Modern World

Course Title: Advanced Web Design

Course Number: 11.53200

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

Prerequisite: Fundamentals of Web Design

Healthcare Science

Therapeutic Services – Nursing Pathway

Course Title: Introduction to Healthcare Science
Course Number: 25.52100
Course Description: Introduction to Healthcare Science is a foundations course for the Therapeutic Services Career Pathway. It is appropriate for students wishing to pursue a career in the Healthcare Industry. The course will enable students to receive initial exposure to healthcare science skills, attitudes applicable to healthcare including the concepts of health, wellness, and preventative care, medical terminology, microbiology, basic life support skills, and the ethical and legal responsibilities of today’s healthcare provider. The students are required to meet both national and intrastate professional guidelines as designated by applicable regulatory agencies such as the Occupational Health and Safety Administration (OSHA) and Center for Disease Control (CDC). Mastery of these standards through project based learning, technical skills practice, and leadership development activities of the career and technical student organization Health Occupations Students of America (HOSA) will provide students with a competitive edge for either entry into the healthcare global marketplace and/or the post-secondary institution of their choice to continue their education and training. This course is considered broad-based with high impact and is a prerequisite for all Healthcare Science Education courses.

Prerequisite: None

Course Title: Applications of Healthcare Science
Course Number: 25.52200
Course Description: Applications of Therapeutic Services is an intermediate course for the Therapeutic Services Career Pathway and is designed to provide an overall framework of basic skills utilized in the provision of direct client care. Monitoring and evaluating client status includes assessment techniques such as vital signs, as well as, the application of mathematical concepts appropriate to clinical expectations and/or work-based learning. The function and pathophysiology of each body system is evaluated prior to community first aid and basic life support techniques which are expanded to include rescue skills for infants and children. Students continue with the development of individual career portfolios utilizing postsecondary program research, employability skills, and /or work based learning and may receive recognition for their accomplishments through a variety of venues locally, regionally, and nationally, such as the American Red Cross, American Heart Association, HOSA, and the National Consortium on Health Science and Technology Education (NCHSTE). Students who successfully master these standards will be eligible to sit for a National Certificate of Proficiency or Mastery, issued in partnership between NCHSTE and National Occupational Competency Testing Institute (NOCTI).

Prerequisite: Introduction to Healthcare Science

Course Title: Nursing Essentials
Course Number: 25.56100
Course Description: This course is designed to provide students interested in the Therapeutic Career Pathway Nursing with entry level skills most commonly associated with the entry level career title Nursing Assistant. The students are required to meet both national and intrastate professional guidelines as designated by applicable regulatory agencies such as the

Occupational Health and Safety Administration (OSHA), Center for Disease Control (CDC), the department of Health and Human Services (HHS) with a specific focus on the Omnibus Budget Reconciliation Act 1987 (OBRA), and the Health Insurance Portability and Accountability Act of 1996 (HIPAA). This course with prerequisites meets the Certified Nurse Assistant curriculum content as specified by the Georgia Medical Care Foundation. Students meeting all academic, attendance, and age requirement may elect to sit for the Georgia Registry’s Examination. Successful completion of the Georgia Registry Examination allows students to seek employment in the state of Georgia as a Certified Nursing Assistant.

Prerequisite: Introduction to Healthcare Science, Applications of Healthcare Science

Therapeutic Services – Medical Services Pathway

Course Title:	Introduction to Healthcare Science
Course Number:	25.52100
Course Description:	Introduction to Healthcare Science is a foundations course for the Therapeutic Services Career Pathway. It is appropriate for students wishing to pursue a career in the Healthcare Industry. The course will enable students to receive initial exposure to healthcare science skills, attitudes applicable to healthcare including the concepts of health, wellness, and preventative care, medical terminology, microbiology, basic life support skills, and the ethical and legal responsibilities of today’s healthcare provider. The students are required to meet both national and intrastate professional guidelines as designated by applicable regulatory agencies such as the Occupational Health and Safety Administration (OSHA) and Center for Disease Control (CDC). Mastery of these standards through project based learning, technical skills practice, and leadership development activities of the career and technical student organization Health Occupations Students of America (HOSA) will provide students with a competitive edge for either entry into the healthcare global marketplace and/or the post-secondary institution of their choice to continue their education and training. This course is considered broad-based with high impact and is a prerequisite for all Healthcare Science Education courses.
Prerequisite:	None
Course Title:	Applications of Healthcare Science
Course Number:	25.52200
Course Description:	Applications of Therapeutic Services is an intermediate course for the Therapeutic Services Career Pathway and is designed to provide an overall framework of basic skills utilized in the provision of direct client care. Monitoring and evaluating client status includes assessment techniques such as vital signs, as well as, the application of mathematical concepts appropriate to clinical expectations and/or work-based learning. The function and pathophysiology of each body system is evaluated prior to community first aid and basic life support techniques which are expanded to include rescue skills for infants and children. Students continue with the development of individual career portfolios utilizing postsecondary program research, employability skills, and /or work based learning and may receive recognition for their accomplishments through a variety of venues locally, regionally, and nationally, such as the American Red Cross, American Heart Association, HOSA, and the National Consortium on Health Science and Technology Education (NCHSTE). Students who successfully master these standards will be eligible to sit for a National Certificate of Proficiency or Mastery, issued in partnership between NCHSTE and National Occupational Competency Testing Institute (NOCTI).
Prerequisite:	Introduction to Healthcare Science
Course Title:	General Medicine
Course Number:	25.52500
Course Description:	The course is designed to offer students the opportunity to become effective and efficient multi-skilled healthcare providers as they develop a working knowledge of each of the major departments of the average acute care setting/hospital, including but not limited to: Orthopedics, Cardiology, Diagnostic Imaging, MedSurg, Gastroenterology, Urology, and Customer Care Services. Students focusing on a career path in medicine (Pre-Med) or on a career in one of the ancillary departments noted above will apply classroom/lab knowledge

and skills in the clinical setting as they participate in direct client care. The work-based learning strategy appropriate for this course is a minimum 40-hour clinical practicum. When taken as the fourth course in the Therapeutic Services -Nursing career pathway, students successfully completing may be eligible to sit for Patient Care Technician Certification.

Prerequisite: Introduction to Healthcare Science, Applications of Healthcare Science

Family & Consumer Sciences

Nutrition and Food Science Pathway

Course Title: Food, Nutrition, & Wellness
 Course Number: 20.51610
 Course Description: Food, Nutrition and Wellness is an essential course in understanding nutritional needs and food choices for optimal health of individuals across the lifespan. Interrelationships with wellness are explored, including the mental, physical, social, and emotional development of individuals and families. This course leads to the advanced nutrition pathway and develops a knowledge base and the skills necessary to select among alternatives in the marketplace, with an emphasis on nutrient content, the development of chronic diseases, and food safety. Competencies for the co-curricular student organization, Family, Career and Community Leaders of America (FCCLA) are integral components.

Prerequisite: None

Course Title: Food & Nutrition through the Lifespan
 Course Number: 20.51710
 Course Description: Food and Nutrition through the Lifespan is an advanced course in food and nutrition that addresses the variation in nutritional needs at specific stages of the human life cycle: pregnancy, lactation, infancy, childhood, adolescence, and adulthood, including old age. The most common nutritional concerns, their relationship to food choices and health status, and strategies to enhance well-being at each stage of the life cycle are emphasized. This course provides knowledge for real life and offers students a pathway into dietetics, consumer food, and nutrition science careers with additional education at the post-secondary level. Competencies for the co-curricular student organization, Family, Career and Community Leaders of America (FCCLA) are integral components
 Prerequisite: Food Nutrition and Wellness

Prerequisite: Food, Nutrition, & Wellness

Course Title: Food Science
 Course Number: 20.51810
 Course Description: Food science integrates many branches of science and relies on the application of the rapid advances in technology to expand and improve the food supply. Students will evaluate the effects of processing, preparation, and storage on the quality, safety, wholesomeness, and nutritive value of foods. Building on information learned in Nutrition and Wellness and Chemistry, this course illustrates scientific principles in an applied context, exposing students to the wonders of the scientific world. Careers in food production and handling will be explored. Competencies for the co-curricular student organization, Family, Career and Community Leaders of America (FCCLA) are integral components.

Prerequisite: Food & Nutrition through the Lifespan (*4th Science)

Education

Early Childhood Education Pathway

Course Title:	Human Growth & Development for Early Childhood
Course Number:	20.52320
Course Description:	Human Growth and Development for Early Childhood addresses the knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development of infants and children. Topics that may be addressed include principles of physical, emotional, social, cognitive, and moral development; human needs across the ages and stages of childhood; impacts of family and societal crisis on the development of the child; and career decisions.
Prerequisite:	None
Course Title:	Health, Safety & Nutrition for the Young Child
Course Number:	20.526100
Course Description:	Health, Safety and Nutrition for the Young Child addresses the theory, practices, and requirements for establishing and maintaining a safe, healthy learning environment. This course develops skills for employment in early childhood-related occupations, including professional issues and work ethics; developmentally appropriate practices; health, safety and nutrition education; certification in CPR/First Aid/Fire Safety; child abuse and neglect; symptoms and prevention of major childhood illnesses and diseases; and prevention and control of communicable illnesses. Practical applications through service learning, volunteer experiences, and internships will be included. The development of an educational portfolio for employment in early childhood education is required.
Prerequisite:	Human Growth & Development for Early Childhood
Course Title:	Introduction to Early Childhood Care and Education
Course Number:	20.52510
Course Description:	Introduction to Early Childhood Care prepares the student for employment in early childhood education and services. The course also provides a foundation for advanced study leading to postsecondary education and careers in related fields. The course addresses early childhood care and education and development issues that include guiding the physical, cognitive, creative, social, emotional, and moral development of children. This course of study includes planning and guiding developmentally appropriate practices for working with young children including career paths, principles and theories of child development, the creation of a developmentally appropriate learning environment, collaborative relationships and guidance, lesson planning, and appropriate response to cultural diversity and students with special needs.
Prerequisite:	Health, Safety & Nutrition for the Young Child

Examining the Teaching Profession Pathway

Course Title: Examining the Teaching Profession
Course Number: 13.01100
Course Description: Examining the Teaching Profession prepares candidates for future positions in the field of education. Teaching Profession candidates study, apply, and practice the use of current technologies, effective teaching and learning strategies, the creation of an effective learning environment, the creation of instructional opportunities for diverse learners and students with special needs, and plan instruction based on knowledge of subject matter, students, community, and curriculum performance standards.

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

Prerequisite: None

Course Title: Contemporary Issues in Education
Course Number: 13.01200
Course Description: This course engages the candidate in observations, interactions, and analyses of critical and contemporary educational issues. The candidate will investigate issues influencing the social and political contexts of educational settings in Georgia and the United States and actively examines the teaching profession from multiple vantage points both within and outside of the school. Against this backdrop, the candidate will reflect on and interpret the meaning of education and schooling in a diverse culture and examine the moral and ethical responsibilities of teaching in a democracy.

Prerequisite: Examining the Teaching Profession

Course Title: Teaching as a Profession Internship
Course Number: 13.52100
Course Description: The internship offers a candidate in the Teaching as a Profession career pathway a field experience under the direct supervision of a certified teacher (mentor teacher). The internship stresses observing, analyzing, and classifying activities of the mentor teacher and comparing personal traits with those of successful teachers. The candidate intern will develop a portfolio of their skills, plan and teach a lesson or lessons, understand and practice confidentiality as it pertains to the teaching profession, meet the needs of special education students, maintain the safety of the students and practice professionalism and ethical behavior.

Prerequisite: Contemporary Issues in Education

Engineering Technology

Engineering Pathway

Course Title:	Foundations of Engineering & Technology
Course Number:	21.52500
Course Description:	This course is the introduction to principles and activities peculiar to the field of engineering. It involves the practical application of scientific and mathematical principles for the purpose of solving real world and/or simulated problems and communicating technical information. Students use tools and materials to design and evaluate engineering products and systems.
Prerequisite:	None
Course Title:	Engineering Concepts
Course Number:	21.57100
Course Description:	This is the second course in the engineering pathway. This course introduces students to the fundamental principles of engineering. Students learn about areas of specialization within engineering and engineering design, and apply engineering tools and procedures as they complete hands-on instructional activities.
Prerequisite:	Foundations of Engineering & Technology
Course Title:	Engineering Applications
Course Number:	21.57200
Course Description:	This is the third course in the engineering pathway. Students have opportunities to apply engineering design as they develop a solution for a technological problem. Students use the application of mathematics and science to predict the success of an engineered solution and complete hands-on activities with tools, materials, and processes as they develop working drawings and prototypes.
Prerequisite:	Engineering Concepts

Government and Public Safety

Military Science Pathway

Course Title:	JROTC Air Force I
Course Number:	28.01100
Course Description:	Frontiers of Aviation History is a course that focuses on the frontiers of aviation history. The course is designed to allow students to apply the material. Thus, it is important that the application level activities be emphasized. The course is designed to enable the student to sort through the key aspects of the historical development of flight and the role of the military in history. Students develop and illustrate ideas about attempts to fly in ancient civilizations throughout the world, the first record of scientific study, first flights, and the impact aviation had on the conduct of war. The course enables the students to distinguish the United States’ position at wartime and how wars brought about the development of new weapons, new methods of warfare, new aircraft, more pilots, and the need for pilot training. The course is designed for students to examine the historical development of flight and the role of the military in history. Students explore the U.S. policy of containing the spread of communism and the role of air power during the Korean War, the Cuban Missile Crisis, and the Vietnam War. The students review the peaceful roles and missions in support of national objectives in which the military is involved, and the value of air power during the Persian Gulf War.

Prerequisite:	None
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Course Title:	JROTC Air Force II
Course Number:	28.01200
Course Description:	In Leadership Education, the students identify the history, mission, purpose, goals, objectives, and importance of the Air Force Junior Reserve Officer Training Corps (AFJROTC). They develop an understanding of the importance of attitude, discipline, respect, and practice values and ethics that are so important for self-growth. The students demonstrate the importance of individual self-control and how an effective stress management program improves the quality of life. The Leadership Education portion of the course explains why courtesies are rendered to the United States flag and the National Anthem. The students model being good, democratic citizens and study different forms of governments. The students practice wellness techniques and encourage others to live healthy lifestyles. The students use first aid techniques to minimize injury and harm to themselves and others. The importance of staying well permeates their studies. Students begin to conduct basic individual drill and ceremonies demonstrations, and must adhere to establish grooming standards by exemplifying proper wearing of the United States Air Force uniform. In Drill and Ceremonies students cover the basic aspects of drill. Students learn the importance, purpose, and meaning of military drill terms, the significance of the United States Flag, positions and movements required of each individual in forming elements, flights, and squadrons and the commands to execute those positions and movements. Students also learn about the drill of the flight and squadron.

Prerequisite:	JROTC Air Force I
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Course Title:	JROTC Air Force III
Course Number:	28.01300
Course Description:	Aerospace Science: The Science of Flight is a course that focuses on the science of flight. Students explore the aerospace environment and the human requirements of flight.

Students identify the basic facts and general principles of the atmosphere and the elements of weather. Learning the weather elements and a general understanding of how all these parts interact to give us the weather is critical to understanding the aerospace environment. After developing an understanding of the environment, how environment affects flight is introduced. The students study the human circulatory system, the effects of acceleration and deceleration, and protective equipment to understand their use in the aerospace environment. The course is designed to introduce the students to the principles of aircraft flight navigation, theory of flight and basic aeronautics. The students determine why the forces of lift, weight, thrust and drag are essential to successful flight. Students practice basic navigation, including map reading, course plotting, and the effects of wind.

The performance standards in this course are based on the performance standards identified in the curriculum for the United States Air Force Junior Reserve Officer Training Corps (AFJROTC). Successful completion of at least 3 units of credit of the AFROTC programs will qualify the students for advanced placement in a college ROTC program or accelerated promotion in the military service.

Prerequisite:	JROTC Air Force II
Course Title:	JROTC Air Force IV
Course Number:	28.01400
Course Description:	In leadership education, written reports and speeches compliment the course material. The students develop communications skills and participate in cadet corps activities. Cadet corps activities include holding positions of greater responsibility in the planning and execution of corps projects. These activities emphasize the concepts of effective communication. The course work allows students to examine themselves in relation to others, and the society in which they live. The course also builds communication and interpersonal skills. The students focus on team building to improve quality and productivity. They develop an understanding of the complexity of leadership and its contribution to mission accomplishment.

Unlocking Your Potential (UYP) prepares and inspires the students to succeed in life by setting goals. It explains how setting goals and creating positive habits pave the road to success. It also helps build self-esteem and motivates the student’s inner strength. It shows the students they have the potential to believe and accomplish anything they desire.

Prerequisite:	JROTC Air Force III
Course Title:	JROTC Air Force V
Course Number:	28.01500
Course Description:	

Prerequisite:	
Course Title:	JROTC Air force VI
Course Number:	28.01600
Course Description:	
Prerequisite:	

Course Title:	JROTC Air Force VII
Course Number:	28.01700
Course Description:	

Prerequisite:

Course Title: JROTC Air Force VIII

Course Number: 28.01800

Course Description:

Prerequisite:

Work-Based Learning Programs

Program Description: Work-Based Learning (WBL) placements represent the pinnacle of the Career-Related Education experience. To qualify for a WBL placement, a student must be in grades 11 or 12 and at least 16 years old. Students must also have a defined Career Pathway in order to participate in the Work-Based component of Career-Related Education. This is especially important for cooperative education students in that their job placement is directly related to the curriculum of the CTAE class in which they are concurrently enrolled. There are four different opportunities for CTAE students to participate in a work-site instruction.

Cooperative Education, an extension of the curriculum of a Career and Technical and Agricultural Education course, is a combination of technical and academic coursework and related worksite experiences. Students earn both course credit and pay, working in jobs secured through written cooperative training agreements and plans. Application required.

Youth Apprenticeship is an articulated curriculum linking secondary and post-secondary education, incorporating employer-paid experiences and related worksite learning in high-skill, high wage occupations, incorporated in formal training plans. Students earn both course credit and pay. YAP programs are based on the authorization provided by O.C.G.A. Code 20-2-161.2. Application required.

Internship - An internship should involve the equivalent number of hours that the student would have spent in class in order to qualify for course credit, which may be either paid or unpaid, can occur only after the completion of coursework related to the placement. If the intern is functioning as an unpaid worker, he or she would not be covered by Worker’s Compensation Insurance. Application required.

Students participating in Work-Based Learning are expected to be drug-free, and are required to provide their own transportation to and from the work site.

FINE ARTS**Art**

Course Title:	Ceramics I
Course Number:	50.04110
Course Description	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.
Prerequisite:	None
Course Title:	Ceramics II
Course Number:	50.04120
Course Description	Enhances level-one skills and provides opportunities to apply design techniques in clay through hand building and/or throwing on the potter's wheel. Introduces formulation of basic glazes and kiln firing; stresses evaluation of clay forms through art criticism.
Prerequisite:	Ceramics I
Course Title:	Visual Arts I
Course Number:	50.02110
Course Description	Introduces art history, art criticism, aesthetic judgment and studio production. Emphasizes the ability to understand and use elements and principles of design through a variety of media, processes and visual resources. Explores master artworks for historical and cultural significance.
Prerequisite:	None
Course Title:	Fibers I
Course Number:	50.04210
Course Description	Introduces fabric and fiber design techniques such as weaving, stitchery and printing and a variety of design techniques, materials and supplies. Explores historical origins and use of fabric in Western and non-Western cultures. Applies art criticism techniques to judgments about fiber/fabric designs.
Prerequisite:	None
Course Title:	Drawing I
Course Number:	50.03110
Course Description	Explores a variety of drawing techniques and media; emphasizes developing basic drawing skills and critical analysis skills for responding to master drawings. Examines solutions to drawing problems through student drawings and those of other artists. Covers Western and non-Western cultures.
Prerequisite:	None
Course Title:	Drawing II
Course Number:	50.03120
Course Description	Enhances level-one skills in technique and provides further exploration of drawing media; reinforces basic drawing skills and critical analysis skills for responding to master drawings of different historical styles and periods. Examines solutions to drawing problems through student drawings and those of other artists.
Prerequisite:	Drawing I

Chorus

Course Title: Advanced Women’s Chorus II
 Course Number: 54.02620
 Course Description: Enhances level-one skills and provides further opportunities for advanced-level female performers to increase performance skills and knowledge in all-female choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

Prerequisite: Prior choral experience required. Choral Director’s approval and audition are required. Director will recommend the appropriate ensemble and course number.

Course Title: Advanced Women’s Chorus III
 Course Number: 54.02630
 Course Description: Enhances level-two skills and provides further opportunities for advanced-level female performers to increase performance skills and knowledge in all-female choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

Prerequisite: Prior choral experience required. Choral Director’s approval and audition are required. Director will recommend the appropriate ensemble and course number.

Course Title: Advanced Women’s Chorus IV
 Course Number: 54.02640
 Course Description: Enhances level-three skills and provides further opportunities for advanced-level female performers to increase performance skills and knowledge in all-female choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

Prerequisite: Prior choral experience required. Choral Director’s approval and audition are required. Director will recommend the appropriate ensemble and course number.

Course Title: Advanced Mixed Chorus II
 Course Number: 54.02320
 Course Description: This course and/or relative course is designed for the student who has had some choral training and desires to perform on a limited basis. Basic skills for proper vocal production will be stressed and expanded upon. Fundamental music theory principles will be reviewed and expanded upon as well. Music history will be studied with an emphasis on the particular style and period of the pieces being sung. Due to the performance nature of this course, students must be willing to attend all rehearsals and performances during and/or outside the school day.

Prerequisite: Prior choral experience required. Choral Director’s approval and audition are required.

Director will recommend the appropriate ensemble and course number.

Course Title: Advanced Mixed Chorus III
Course Number: 54.02330
Course Description: This course and/or relative course is designed to teach the student intermediate sight-singing and choral methods. The course will emphasize increased accuracy in articulation, diction, balance, blend, and expression. Rehearsal and performances during and outside of the regular school day are a requirement of this course. Due to the performance nature of this course, students must be willing to attend all rehearsals and performances during and/or outside the school day.

Prerequisite: Prior choral experience required. Choral Director’s approval and audition are required. Director will recommend the appropriate ensemble and course number.

Course Title: Advanced Mixed Chorus IV
Course Number: 54.02340
Course Description: This course and/or relative course is designed to teach advanced sight-singing and choral methods. Due to the performance nature of this course, students must be willing to attend all rehearsals and performances during and/or outside the school day.

Prerequisite: Prior choral experience required. Choral Director’s approval and audition are required. Director will recommend the appropriate ensemble and course number.

Band

Course Title:	Advanced Band I
Course Number:	53.03810
Course Description:	This course and/or relative course is designed to offer students the opportunity to further develop fundamental skills and advance as musicians through the performance of band literature. Due to the performance nature of this course, students must be willing to attend all rehearsals and performances during and/or outside the school day. Additionally, participation in marching band may be required.
Prerequisite:	Prior band experience is required. Band Director’s approval and audition are required. Director will recommend the appropriate ensemble and course number.
Course Title:	Advanced Band II
Course Number:	53.03820
Course Description:	This course and/or relative course is offered to students of a more advanced level of musicianship. Due to the performance nature of this course, students must be willing to attend all rehearsals and performances during and/or outside the school day. Due to the performance nature of this course, students must be willing to attend all rehearsals and performances during and/or outside the school day. Additionally, participation in marching band may be required.
Prerequisite:	Prior band experience is required. Band Director’s approval and audition required. Director will recommend the appropriate ensemble and course number.
Course Title:	Advance Band III
Course Number:	53.03830
Course Description:	Course Description: This course and/or relative course is offered to students of the highest level of musicianship. Due to the performance nature of this course, students must be willing to attend all rehearsals and performances during and/or outside the school day. Additionally, participation in marching band may be required.
Prerequisite:	Prior band experience is required. Band Director’s approval and audition required. Director will recommend the appropriate ensemble and course number.
Course Title:	Advanced Band IV
Course Number:	53.03840
Course Description:	This course and/or relative course is offered to students of the highest level of musicianship. Due to the performance nature of this course, students must be willing to attend all rehearsals and performances during and/or outside the school day. Additionally, participation in marching band may be required.
Prerequisite:	Prior band experience is required. Band Director’s approval and audition required. Director will recommend the appropriate ensemble and course number.
Course Title:	Instrumental Ensemble I
Course Number:	53.07410
Course Description:	Offers smaller ensemble experience for instrumentalists in large band and orchestra. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences and music appreciation.

Prerequisite: Prior band experience is required. Band Director’s approval and audition required.
Director will recommend the appropriate ensemble and course number.

Music Appreciation

Course Title: Music History and Literature
Course Number: 53.02400
Course Description: Introduces musical genres, styles, composers and media in historical context. Includes comparison and contrast of musical style periods from antiquity to the contemporary period, the prominent composers and literature of the period, social and cultural influences, interdisciplinary studies of art, theater, dance, politics, music of world cultures and indigenous American music. Emphasizes perceptive listening and analysis and speaking and writing about music and musicians.

Prerequisite: Choral or Band Director approval is required.

Course Title: Advanced Placement Music Theory
Course Number: 53.02300
Course Description: This course conforms to College Board topics for the Advanced Placement Music Theory Examination. It covers terminology and notational skills, writing skills, visual analysis and aural skills with advanced levels of understanding. Students will be required to create and produce original works.
Students enrolled in this course are required to take the Advanced Placement examination in AP Music Theory in May

Prerequisite: Students must have two years of successful participation in a high school music-performing ensemble. Choral or Band Director approval is required

HEALTH & PHYSICAL EDUCATION

Course Title:	Driver’s Education/Outdoor Education
Course Number:	17.01400
Course Description	Offers non-drivers and beginning drivers 15 years of age and older a minimum of 30 hours of classroom instruction and six hours of behind the wheel. Stresses defensive driving skills and refining perceptual and critical thinking skills for safe driving.
Prerequisite:	None
Course Title:	First Aid / Safety
Course Number:	17.01300
Course Description	First Aid & Safety focuses on developing safety habits, stresses prevention of accidents and injuries, and basic life saving, and first aid techniques.
Prerequisite:	None
Course Title:	Personal Fitness/Health
Course Number:	36.05100
Course Description	Provides instruction in methods to attain a healthy level of physical fitness. Covers how to develop a lifetime fitness program based on a personal fitness assessment and stresses strength, muscular endurance, flexibility, body composition and cardiovascular endurance. Includes fitness principles, nutrition, fad diets, weight control, stress management, adherence strategies and consumer information; promotes self-awareness and responsibility for fitness. Health explores the mental, physical, and social aspects of life and how each contributes to total health - substance abuse prevention, disease prevention, environmental health, family life education, health careers, consumer health, and community health. T This course is required for graduation and is one semester in length.
Prerequisite:	None
Course Title:	Team Sports
Course Number:	36.02100
Course Description	Introduces fundamental skills, strategies, and rules associated with team sports such as basketball, volleyball, soccer, softball, baseball, field hockey, lacrosse, team handball, and flag football.
Prerequisite:	None
Course Title:	Intermediate Team Sports
Course Number:	36.03100
Course Description	Enhances skills and strategies in team sports such as basketball, volleyball, soccer, softball, baseball, field hockey, lacrosse, team handball and flag football.
Prerequisite:	None
Course Title:	Advanced Physical Conditioning
Course Number:	36.06200
Course Description	Enhances cardiovascular endurance, flexibility, muscular strength and endurance and body composition. Emphasizes self-management and adherence strategies.
Prerequisite:	Coach Recommendation
Course Title:	Advanced Dance
Course Number:	36.04600
Course Description	Provides further development of technical skills and creative capabilities in rhythmic and

dance activities.

Prerequisite: Audition and/or Instructor/Coach Recommendation

Course Title: Advanced Personal Fitness

Course Number: 36.06100

Course Description: Enhances strength and muscular endurance, flexibility and cardiovascular endurance. Emphasizes self-management and adherence strategies.

Prerequisite: None

Course Title: Physical Conditioning

Course Number: 36.05200

Course Description: 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.

Prerequisite: Coach Recommendation

Course Title: Weight Training

Course Number: 36.05400

Course Description: This course is designed to introduce the fundamentals of weight training. Students will be taught the fundamentals and techniques for improving and developing strength, flexibility, and endurance. Students will also be introduced to a variety of methods and materials for gaining strength, weight control, relieving stress, and building muscle endurance.

Prerequisite: None

Course Title: Advanced Weight Training

Course Number: 36.06400

Course Description: This course is designed to further develop the advancement of weight training. This course will be covering developing personal weight training, strength, power, speed, and endurance programs. Students will be instructed on major core lifts, and is not limited to sport specific lifts, running, plyometric, and agility improvement activities. The students will be instructed in weight control enhancement, weight gaining fads, and nutrition supplements.

Prerequisite: Weight Training

Course Title: Exercise and Weight Control

Course Number: 36.05500

Course Description: Provides safe, effective and physiologically sound ways to manage weight and alter metabolism and body composition. Includes consumer information on products, programs and fitness concepts for developing healthy lifetime habits.

Prerequisite: None

Course Title: Body Sculpting

Course Number: 36.05600

Course Description: Provides methods to redefine body shape through specific exercises. Covers weight training, conditioning exercises and proper nutrition to improve muscle tone, muscle definition, posture, bodily proportions, overall condition of the body and increase energy levels. Based on the American College of Sports Medicine guidelines for fitness and conditioning programs.

Prerequisite: Coach Recommendation

Course Title: Advanced Body Sculpting

Course Number: 36.06600

Course Description	Provides additional opportunities to redefine body shape through specific exercises. Covers weight training, conditioning exercises and proper nutrition to improve muscle tone, muscle definition, posture, bodily proportions, overall condition of the body and increase energy levels. Based on the American College of Sports Medicine guidelines for fitness and conditioning programs. Promotes healthy means to body sculpting goals.
Prerequisite:	Coach Recommendation
