

**AMERICUS-SUMTER NINTH GRADE  
ACADEMY**



**COURSE GUIDE  
2017-2018**

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### WELCOME TO AMERICUS-SUMTER NINTH GRADE ACADEMY

The information in this booklet has been put together to assist you in planning your program of study for your first year of high school. Please read this material thoroughly and be prepared to register. At the end of the registration process, please return this book to your advisor.

In this book you will find almost everything you need to know about Americus-Sumter Ninth Grade Academy and the registration process. You will find descriptions of all the courses taught at ASNGA and the different programs of study including courses required for graduation by the state and your local board of education.

If you have any questions that are not answered in this booklet, please contact your school counselor or advisor. We are here to help you in your quest for a successful high school career.

## **SPECIAL INFORMATION**

ASNGA operates on a two-semester system. Each semester covers an 18-week period. Students will receive credit at the end of the second semester for grades of 70 and above. Credit is awarded only at the end of the school year if the attendance requirement has been met. Numerical grades are recorded.

To keep parents and students informed, a progress report is given to the student at the 4½ weeks mark. A report card is issued to the student at the end of each nine (9) weeks. A final report card is issued to parents at the end of the school year.

## **BLOCK SCHEDULING**

Courses will be taken in a block format. Each class is scheduled for approximately 1 hour 35 minutes. The academic core courses are English, Mathematics, Science, and Social studies.

- Each semester is 18 weeks long. The school year is made up of two (2) semesters.
- Students will earn one (1) Carnegie unit per class upon successful completion of the course.
- Students may earn a total of seven (8) Carnegie units per year.
- Drop/Add requests will be reviewed by the guidance counselor.

## **STUDENT GRADES**

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

F - Below 70  
I - Incomplete  
NC - Credit Denied Due to  
Excessive Absences

## **PROMOTION REQUIREMENTS**

The following promotion policy is in effect at Americus-Sumter High School.

TO GRADE 10	6 UNITS REQUIRED
TO GRADE 11	12 UNITS REQUIRED
TO GRADE 12	18 UNITS REQUIRED

## **GRADUATION REQUIREMENTS**

The school year of 36 weeks is divided into two semesters of 90 days each. Each semester is independent of the other in grading. Requirements for graduation include:

- A total of 23 units for a high school diploma
- Meet attendance requirements
- Pass the Georgia High School Writing Test
- Take and pass all required Georgia Milestone Tests
- Meet IEP requirements for Special Education, if applicable

### **SEAL REQUIREMENTS FOR FRESHMEN ENTERING 2008 OR LATER**

<b>AREAS OF STUDY</b>	<b>UNITS REQUIRED</b>
English/Language Arts	4 units
Mathematics	4 units
Science	4 units
Social Studies	4 units
Health & Physical Edu.	1 unit
Career Tech and/or Foreign Language and/or Fine Arts	3 units
Intro to Business & Technology	1 unit
State Electives (English/Lang. Arts, Math, Science, Social Studies, and/or Foreign Language, Fine Arts)	4 units
<b>TOTAL UNITS</b>	25 units

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

**COURSE OFFERINGS AT THE NINTH GRADE ACADEMY  
ENGLISH AND FOREIGN LANGUAGES DEPARTMENT**

English 9	Spanish I	ESOL I
English 9 Honors	French I	ESOL II

**ENGLISH 9**

This course focuses 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 is a required course. A state mandated Georgia Milestones Test is required.

**ENGLISH 9 HONORS**

This course stresses the development of skills learned originally in middle school as well as new, creative works. It is designed for the superior student, who is mature, intellectually motivated and who demonstrates proficiency in reading and writing. In addition to satisfying the objectives of English 9, the course provides each student the opportunity to become more skillful in analytical classroom discussion, critical analysis in written expression, comparative analysis of various literary genres and interpretation of more sophisticated reading material from various world authors. Student must have earned a final grade of an "A" in eighth grade English. Teacher recommendation is required. A state mandated Georgia Milestones Test is required.

**ESOL I** 23.0910033

ESOL I focuses on interpersonal communication, school and survival skills, through short responses within structured contexts and participation in simple conversations. Fundamental skills are addressed, such as basic grammar and vocabulary, in all four language areas: speaking, listening, reading and writing. High-frequency vocabulary drawn from content areas is included. Students become familiar with appropriate learning strategies for all classes including dictionary skills. The United States culture is introduced.

**ESOL II** 23.0920033

ESOL II integrates listening and speaking, reading and writing, grammar and usage. All language skills are used to gain further knowledge of United States culture in contextualized settings. This course increases skills in comprehension of content areas including: use of thesaurus, glossary, dictionary, contextualized guessing at meaning, and test taking strategies. The writing process of planning, drafting, revising, editing, and proofing are introduced. World literature and authentic texts are highlighted.

**SPANISH I**

Introduces the Spanish language; emphasizes all skills: listening, speaking, reading, and writing skills in an integrated way. Includes how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to develop an understanding of Spanish-speaking cultures.

## FRENCH I

Introduces the French language; emphasizes all skills: listening, speaking, reading, and writing skills in an integrated way. Includes how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to develop an understanding of French-speaking cultures.

### ENGLISH COURSE SEQUENCE

<b>GRADE 9</b>	<b>GRADE 10</b>	<b>GRADE 11</b>	<b>GRADE 12</b>
English 9 Honors	English 10 Honors	AP English 11	AP English 12 or GSW Accel English 1101 Accel English 1102
English 9	English 10	English 11	English 12

## MATHEMATICS DEPARTMENT

### Coordinate Algebra Accelerated Coordinate Algebra/Analytic Geometry A

#### Coordinate Algebra

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

- explore the characteristics of basic functions using tables, graphs, and simple algebraic techniques;
- operate with radical, polynomial, and rational expressions;
- solve a variety of equations, including quadratic equations with a leading coefficient of one, radical equations, and rational equations;
- investigate properties of geometric figures in the coordinate plane;
- use the language of mathematical argument and justification;
- discover, prove, and apply properties of polygons;
- utilize counting techniques and determine probability;
- use summary statistics to compare samples to populations; and
- explore the variability of data.

Georgia Milestones Test is required.

#### Accelerated Coordinate Algebra/Analytic Geometry A

This is the first in the sequence of mathematics courses designed to ensure that students are prepared to take higher level mathematics courses during their high school career, including Advanced Placement Calculus AB, Advanced Placement Calculus BC, and Advanced Placement Statistics. It requires students to:

- represent and operate with complex numbers;
- explore the characteristics of basic functions utilizing tables, graphs, and simple algebraic techniques;
- operate with radical, polynomial, and rational expressions;
- solve equations, including quadratic, radical, and rational equations;
- investigate properties of geometric figures in the coordinate plane;
- use the language of mathematical argument and justification;
- discover, prove, and apply properties of polygons, circles and spheres;
- utilize counting techniques and determine probability;
- use summary statistics to compare samples to populations;
- explore variability of data; and
- fit curves to data and examine the issues related to curve fitting.

Georgia Milestones Test is required.

**MATHEMATICS COURSE SEQUENCE**

<b>GRADE 9</b>	<b>GRADE 10</b>	<b>GRADE 11</b>	<b>GRADE 12</b>
*Coordinate Algebra Support	Analytic Geometry	Advanced Algebra	Advanced Mathematical Decision Making
Coordinate Algebra	Coordinate Algebra	Analytic Geometry	Advanced Algebra
Accelerated Coordinate Algebra/Analytic Geometry A	Accelerated Analytic Geometry B/ Advanced Algebra	Accelerated Pre-Calculus	ACCEL College Algebra Or ACCEL College Pre-Calculus

\*Math Support is available to students needing additional math instruction.



## SCIENCE DEPARTMENT

### Physical Science

**40.0110033**

The Physical Science curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to have a richer knowledge base in physical science. This course is designed as a survey course of chemistry and physics. This curriculum includes the more abstract concepts such as the conceptualization of the structure of atoms, motion and forces, and the conservation of energy and matter, the action/reaction principle, and wave behavior. Students investigate physical science concepts through experience in laboratories and field work using the processes of inquiry.

### Physical Science Honors

**40.0110044**

Physical Science (Honors) is designed to serve the more advanced student as a foundation for other high school courses, especially chemistry and physics. While the content focus of this course is consistent with the Physical Science course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work. Concepts include measurement, matter, and simple forms of energy, magnetism, light, sound, heat and electricity. An emphasis will be placed on problem solving and critical thinking skills. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. *Teacher recommendation and/or an 1193 Lexile Score are required.*

## SCIENCE COURSE SEQUENCE

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Physical Science	Biology	Chemistry or Forensic Science	Environmental Science, Anatomy, or Chemistry Other Approved Science Course
Physical Science Honors	Biology Honors	Chemistry (1 <sup>st</sup> Sem) AND AP Chemistry (2 <sup>nd</sup> Sem)	Anatomy or Astronomy or Physics

## **SOCIAL STUDIES DEPARTMENT**

### **WORLD HISTORY**

This course is designed to impart and enhance knowledge and understanding of our world’s origin, growth and development. It will also incorporate critical thinking skills and other vital social studies skills such as map, chart, graph and timeline interpretations and cooperative learning. Included are the ancient civilizations, classical civilizations, the Middle Ages, Renaissance and Reformation, the emergence of modern nations, the Age of Exploration, the Age of Revolution, Industry and Nationalism, the world in conflict and the contemporary world.

### **AP WORLD HISTORY**

This challenging course is designed to impart and enhance knowledge and understanding of our world’s origin, growth and development. It will also incorporate critical thinking skills and other vital social studies skills such as map, chart, graph and timeline interpretations and cooperative learning. Included are the ancient civilizations, classical civilizations, the Middle Ages, Renaissance and Reformation, the emergence of modern nations, the Age of Exploration, the Age of Revolution, Industry and Nationalism, the world in conflict and the contemporary world. Students choosing this class should be highly motivated and organized, possess good research and writing skills, possess critical thinking skills. A final grade of an “A” in eighth grade social studies and teacher recommendation is required.

## **SOCIAL STUDIES COURSE SEQUENCE**

<b>GRADE 9</b>	<b>GRADE 10</b>	<b>GRADE 11</b>	<b>GRADE 12</b>
World History	American Government	U.S. History	Economics
AP World History	AP American Government	AP U.S. History	AP Microeconomics

## **FINE ARTS DEPARTMENT**

### **CHORUS**

#### **CHORUS I**

This course provides opportunities to develop performance skills and knowledge in mixed choral singing. Performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music are covered. Organized objectives for self-paced progress are throughout all four levels. Individual progress and group experiences are stressed.

### **BAND**

#### **INTERMEDIATE BAND I**

This course provides further opportunities for intermediate level performers to increase performance skills and precision with increasingly difficult literature. Performance and tone production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and music appreciation are covered. Self-paced progress, practice strategies and group experiences are stressed. Students enrolled in this course must successfully complete band at the middle school level, and be recommended by their band director. All bands are performance-based and require after school rehearsals.

#### **INTERMEDIATE BAND II**

Enhances level-one skills and provides further opportunities for intermediate-level performers to develop reading techniques and increase performance skills. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses individualized learning and group experiences. Students enrolled in this course must have successfully completed band at the middle school level, and have taken Intermediate Band I prior to taking this course. All bands are performance-based and require after school rehearsals. Written parental permission required if taken during 9<sup>th</sup> grade.

## **PHYSICAL EDUCATION DEPARTMENT**

Health/Safety  
Personal Fitness  
Weight Training & Conditioning (Boys)

#### **HEALTH/SAFETY**

This class will cover the human body and healthy lifestyles in today's society. Good health practices and updated information will be covered and explained in detail in this course. All students must take this state-required course.

#### **PERSONAL FITNESS**

Personal Fitness is a unique program designed to teach basic physical fitness, movement and sports activities. The class will develop personal fitness programs for each student. Movement activities and sports activities will be used to round out the motor skills development of the student.

#### **WEIGHT TRAINING (BOY)**

This course introduces weight training and emphasizes strength development training and proper lifting techniques. The class includes fitness concepts for developing healthy lifetime habits.

## **CAREER AND TECHNICAL EDUCATION**

All students must declare a Career Pathway at the beginning of the ninth grade year and should take three sequential courses in one career and technical area before graduation. The areas in which a student may complete a pathway are as follows:

Agricultural Mechanics Pathway

\*Automotive Maintenance & Light Repair

Business & Technology Pathway

Culinary Arts Pathway

Early Childhood Care & Education Pathway

\*Engineering

\*Health Science -Therapeutic Services, Patient Care Pathway, Allied Health Pathway, &

Pharmacy Pathway

JROTC – Army Pathway

\*Marketing & Management Pathway

\*Introductory courses for these pathways are offered in the 10<sup>th</sup> grade.

**The following introductory courses are available at the 9<sup>th</sup> grade academy. *Courses are subject to change.***

**Agriculture, Food & Natural Resources Career Cluster  
Agricultural Mechanics Systems Pathway**

Basic Agriculture Science  
Course Number 02.47100

Course Description:

This course is designed as the foundational course for all Agriculture, Food & Natural Resources Pathways. The course introduces the major areas of scientific agricultural production and research; presents problem solving lessons and introductory skills and knowledge in agricultural science and agri-related technologies. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities. This course is the prerequisite for all AFNR pathways and is intended for students in grades 8-10.

**Business Management & Administration Career Cluster  
Business & Technology Pathway**

**Introduction to Business & Technology**

Course Number 07.44130

Course Description:

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

**Early Childhood Education I**

Course Number 20.52810

Course Description:

The Early Childhood Education I course is the foundational course under the Early Childhood Care & Education pathway and prepares the student for employment in early childhood education and services. The course addresses the knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development of infants and children. The pre-requisite for this course is advisor approval.

## **Hospitality & Tourism Career Cluster**

### **Introduction to Culinary Arts**

Course Number 20.53100

Course Description:

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

## **Government and Public Administration Career Cluster**

### **ARMY JUNIOR RESERVE OFFICER TRAINING CORPS (AJROTC) PROGRAM OF INSTRUCTIONAL LEADERSHIP EDUCATION AND TRAINING**

NOTE: Successful completion of at least three units of credit in the Army JROTC program will qualify students for advanced placement in a college JROTC program or accelerated promotion in the military service.

### **JROTC 1 (Leadership Education 1)**

Course Number 28.43100

Course Description:

Junior Reserve Officer Training Corps (JROTC) is a leadership education program. This program will help students build a strong knowledge base of self-discovery and leadership skills applicable to many leadership and managerial situations. Mastery of these standards through project-based learning, service learning and leadership development activities will prepare students for 21st Century leadership responsibilities. This laboratory course is designed to introduce students to the history, customs, traditions and purpose of the Army JROTC program. It teaches students strategies to maximize their potential for success through learning and self-management. Basic leadership skills to include leadership principles, values and attributes and communications skills are integrated throughout the course. High schools students develop an understanding of learning style preferences, multiple intelligences, emotional intelligence and study skills. These self-assessments will enable students to be self-directed learners. The JROTC curriculum is enhanced through physical fitness activities, extracurricular and co-curricular activities that support the core employability skills standards and McRel. academic standards.

## **SPECIAL PROGRAMS**

### **PROGRAM FOR EXCEPTIONAL CHILDREN**

Sumter County provides special education classes for specific learning disabled, hearing impaired, visually impaired, behavioral disordered, intellectually disabled, other health impaired, orthopedically disabled and speech and language therapy. The goal of the Special Education Program is to provide the best education and enable each student to achieve his/her highest potential. Each course is designed for students with specific learning problems. Each student works on specific areas of academic weakness(es) as specified by individual assessments and the student's IEP.



## **AMERICUS-SUMTER NINTH GRADE ACADEMY**

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