

# **Stephens County High School**

## **Registration Guide & Course Catalog**



**2021-2022**

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-- Preparing all Students for the Opportunities and Challenges of Tomorrow --

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## Course Registration Information

The information below provides guidance for students and parents as they register for classes and build a 4 year High School Plan. Click the links to access the materials.

- ☐ [Course Registration Website](#)
- ☐ [Course Registration Video](#)
- ☐ [Course Registration Information and Presentation](#)
- ☐ [Student Planning Form](#)



Stephens County High School

## Graduation Requirements

Subject Area	Units Required
English/Language Arts	4
Mathematics	4
Science	4
Social Studies	4
CTAE and/or Foreign Language and/or Fine Arts	3
Health and Personal Fitness (1)	$\frac{1}{2}$ Health $\frac{1}{2}$ Personal Fitness Or 3 units of JROTC
Electives	4

Total Units Required for Graduation: 24



## Core Academic Course Offerings

<b>English</b>  4 total units required	9th Grade Literature <b>or</b> Honors 9th Grade Literature - <b>required</b> 10th Grade Literature & Composition American Literature <b>or</b> Honors American Literature - <b>required</b> English Literature & Composition Dramatic Writing Advanced Placement (AP) Literature Advanced Placement (AP) Language Advanced Composition Communication Skills - academic elective (not core credit) Reading Enrichment - academic elective (not core credit)
<b>Math</b>  4 total units required	Foundations of Algebra Algebra I <b>or</b> Algebra I with Support (Year Long) - <b>required</b> Geometry, Honors Geometry, <b>or</b> Geometry with Support (Year Long) - <b>required</b> Algebra II <b>or</b> Honors Algebra II Advanced Math Decision Making Pre-Calculus <b>or</b> Honors Pre-Calculus AP Calculus
<b>Science</b>  4 total units required	Physical Science <b>or</b> Honors Physical Science - <b>required</b>  <b>1 of the following is required:</b> Environmental Science <b>or</b> AP Environmental Earth Systems Chemistry <b>or</b> Honors Chemistry <b>or</b> AP Chemistry with Adv. Science Research (Year Long)  Biology <b>or</b> Honors Biology <b>or</b> AP Biology with Adv. Science Research (Year Long) - <b>required</b>  Epidemiology  CTAE 4th Science Options which include: Essentials of Health Care Sports Medicine Forest Science General Horticulture Animal Science
<b>Social Studies</b>  4 total units required	World History <b>or</b> Honors World History - <b>required</b> Civics <b>or</b> Honors Civics <b>or</b> AP Government - <b>required</b> US History <b>or</b> US History Honors <b>and/or</b> AP US History - <b>required</b> Economics <b>or</b> Honors Economics - <b>required</b>



## Core Academic Course Sequence Guidance

The chart below is intended to provide guidance to students and represents typical course sequencing. However, for many courses, the sequence is flexible.

	9	10	11	12
<b>English</b>	9th Lit	10th Lit Dramatic Writing	American Lit Dramatic Writing	English Lit Dramatic Writing
	9th Lit Honors	American Lit Honors	AP Literature AP Language Advanced Composition	AP Literature AP Language Advanced Composition
	The following enrichment courses can be taken in the same academic year as 9th Lit, 10th Lit, American Lit, and English Lit. <b>Communication Skills</b> (1st Level) & <b>Reading Enrichment</b> (2nd Level)			
<b>Math</b>	Foundations of Algebra	Algebra I Algebra I w/ Support (Year Long)	Geometry Geometry w/ Support (Year Long)	Algebra II
	Algebra I Algebra I w/ Support (Year Long)	Geometry Geometry w/ Support (Year Long) Geometry Honors	Algebra II Algebra II Honors	Advanced Math Decision Making Pre-Calculus AP Calculus
	Geometry Honors (for students completing Algebra I in 8th grade)	Algebra II Honors	Pre-Calculus Pre-Calculus Honors	AP Calculus
<b>Science</b>	Physical Science	Environmental Science Earth Systems Chemistry	Biology	Epidemiology Earth Systems CTAE 4th Science Options**
	Physical Science Honors	Chemistry Honors AP Chemistry (Year Long)	Biology Honors AP Biology (Year Long)	AP Biology (Year Long) AP Environmental AP Chemistry (Year Long)
<b>Social Studies</b>	World History	Civics	US History	Economics
	World History Honors	Honors Civics AP Government	Honors US History AP US History AP US History with US History Honors (Year Long)	Economics Honors

\*Online Only

\*\* Options Include: Essentials of Health Care, Sports Medicine, Forest Science, General Horticulture, Animal Science.

\*\*\* Specific admissions requirements



## Pathway Information

Stephens County High School students must complete at least one pathway before graduation. Pathway completion alone does not qualify students to earn a cord for graduation. For details and criteria for earning a cord, please review the policies in the student agenda which can be found on the SCHS website.

### Academic Pathways

<b>Advanced Academic Pathway - English</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> 4 units of English (must include 1 AP or Dual Enrollment English)</li> <li><input type="checkbox"/> 2 units of the same Foreign Language</li> </ul>	<b>Advanced Academic Pathway - Science</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> 4 units of Science (must include 1 AP or Dual Enrollment Science)</li> <li><input type="checkbox"/> 2 units of the same Foreign Language</li> </ul>
<b>Advanced Academic Pathway - Math</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> 4 units of Math (must include 1 AP or Dual Enrollment Math)</li> <li><input type="checkbox"/> 2 units of the same Foreign Language</li> </ul>	<b>Advanced Academic Pathway - Social Studies</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> 4 units of Social Studies (must include 1 AP or Dual Enrollment Social Studies)</li> <li><input type="checkbox"/> 2 units of the same Foreign Language</li> </ul>

### Fine Arts Pathways

<b>Art</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Art I</li> <li><input type="checkbox"/> Art II</li> <li><input type="checkbox"/> Art III</li> </ul>	<b>Chorus</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Chorus I</li> <li><input type="checkbox"/> Chorus II</li> <li><input type="checkbox"/> Chorus III</li> </ul>
<b>Marching Band</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Marching Band I</li> <li><input type="checkbox"/> Marching Band II</li> <li><input type="checkbox"/> Marching Band III</li> </ul>	<b>Drama</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Theatre Arts I</li> <li><input type="checkbox"/> Theatre Arts II</li> <li><input type="checkbox"/> Theatre Arts III</li> </ul>
<b>Concert Band</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Concert Band I</li> <li><input type="checkbox"/> Concert Band II</li> <li><input type="checkbox"/> Concert Band III</li> </ul>	



# Pathway Information

## CTAE Pathways

Agriculture, Food, & Natural Resources		
<b>Forestry Management Systems</b> <ul style="list-style-type: none"> <li>❑ Basic Agricultural Science</li> <li>❑ Forest Science</li> <li>❑ Forest Science II</li> </ul>	<b>Veterinary Science</b> <ul style="list-style-type: none"> <li>❑ Basic Agricultural Science</li> <li>❑ Animal Science</li> <li>❑ Veterinary Science</li> </ul>	<b>Horticulture and Forest Science</b> <ul style="list-style-type: none"> <li>❑ Basic Agricultural Science</li> <li>❑ Forest Science</li> <li>❑ General Horticulture and Plant Science</li> </ul>
Health Science		
<b>Therapeutic Services- Sports Medicine</b> <ul style="list-style-type: none"> <li>❑ Intro. to Healthcare Science</li> <li>❑ Essentials of Healthcare</li> <li>❑ Sports Medicine</li> </ul>	<b>Therapeutic Services - Patient Care</b> <ul style="list-style-type: none"> <li>❑ Intro. to Healthcare Science</li> <li>❑ Essentials of Healthcare</li> <li>❑ Patient Care Fundamentals</li> </ul>	<b>Therapeutic Service- Allied Health Medicine</b> <ul style="list-style-type: none"> <li>❑ Intro. to Healthcare Science</li> <li>❑ Essentials of Healthcare</li> <li>❑ Allied Health Medicine</li> </ul>
Architecture & Construction		
<b>Architectural Drawing and Design</b> <ul style="list-style-type: none"> <li>❑ Intro. to Drafting and Design</li> <li>❑ Architectural Drawing &amp; Design I</li> <li>❑ Architectural Drawing &amp; Design II</li> </ul>	<b>Carpentry</b> <ul style="list-style-type: none"> <li>❑ Industry Fundamentals and Occ.Safety</li> <li>❑ Introduction to Construction</li> <li>❑ Carpentry I</li> </ul>	<b>Welding</b> <ul style="list-style-type: none"> <li>❑ Industry Fundamentals and Occ. Safety</li> <li>❑ Introduction to Metals</li> <li>❑ Welding I</li> </ul>
Arts, A/V Technology, and Communications		Business, Management, and Administration
<b>Graphic Communications</b> <ul style="list-style-type: none"> <li>❑ Intro. to Graphics &amp; Design</li> <li>❑ Graphic Design &amp; Production</li> <li>❑ Advanced Graphic Output Processes</li> </ul>	<b>Audio-Video Technology &amp; Communications</b> <ul style="list-style-type: none"> <li>❑ Audio-Video Technology and Film I</li> <li>❑ Audio-Video Technology and Film II</li> <li>❑ Audio-Video Technology and Film III</li> </ul>	<b>Business and Technology</b> <ul style="list-style-type: none"> <li>❑ Intro. to Business &amp; Technology</li> <li>❑ Business &amp; Technology</li> <li>❑ Business Communications</li> </ul>
Human Services	Transportation, Distribution, and Logistics	Government and Public Administration
<b>Personal Care Services - Cosmetology</b> <ul style="list-style-type: none"> <li>❑ Introduction to Personal Care Services</li> <li>❑ Cosmetology Services II</li> <li>❑ Cosmetology Services III</li> </ul>	<b>General Automotive Technology</b> <ul style="list-style-type: none"> <li>❑ Automotive Technologies I</li> <li>❑ Automotive Technologies II</li> <li>❑ Automotive Technologies III</li> </ul>	<b>JROTC - Army</b> <ul style="list-style-type: none"> <li>❑ JROTC Army Leadership 1</li> <li>❑ JROTC Army Leadership 2</li> <li>❑ JROTC Army Leadership 3</li> </ul>





# Work-Based Learning Program

The Stephens County Career Related Education Work-Based Learning Program is an educational option that prepares high school students for the world of work through a combination of academic and workplace learning. For specific information about qualifications and requirements to be considered for the WBL program, please visit the [Work-Based Learning website](#).

To take a class in the Work-Based Learning Program, students must first apply to the program. Beginning in the 2021-2022 school year, students will not be able to register for a WBL class in the Multi-Year Academic Planner. Instead, all students must follow the steps below.

- ☐ In the MYAP, register for the elective(s) that you will take if you are not in a Work-Based Learning class.
- ☐ Complete the **WBL Application** found on the [Work-Based Learning website](#)
- ☐ Get **Teacher Recommendations** using the forms found on the [Work-Based Learning website](#)

When students are accepted into the WBL program, their SCHS schedule will be changed to reflect WBL.

<b>Deadline</b> for Applications & Teacher Recommendations	
<b>Dates</b>	<b>Timeline for WBL to be Added to Schedule</b> Pending Acceptance into WBL
on or before <b>December 11th</b>	<b>May 2021</b> (Students typically receive schedules on the Last Day of School)
on or before <b>May 1st</b>	<b>June 2021</b> Any application received between December 12th and May 1st will be considered and potentially added to the student's schedule during the Drop/Add Period in June 2020.
After <b>May 1st</b>	<b>August 2021</b> Any application received after May 1st will be reviewed and students potentially accepted as space is available in the WBL program. Students may not see WBL on their schedule until school begins in August.



## Dual Enrollment Information

The Dual Enrollment program is available to eligible students in grades 10 - 12. Approved courses vary by grade-level. Students may enroll on a part-time or full-time basis as a dual enrollment student. Students will receive high school and college credit simultaneously when attending and passing approved college classes. Students must follow the guidelines below and meet all deadlines of SCHS and of the post-secondary institution they wish to attend. See the [SCHS DE Page](#) for more information.

Any student interested in the Dual Enrollment program should have met with and submitted all documents required to the Dual Enrollment counselor/coordinator no later than the following dates:

- a. For Summer/Fall participation - May 1st
  - b. For Spring participation - December 1st
- Apply to the participating post-secondary institution. Visit the colleges' dual enrollment pages for information about how to apply for admission.
  - In most cases, a student will need to take the SAT, ACT, or ACCUPLACER for college acceptance:
    - a. The test taken depends on the requirements of the post-secondary institution.
    - b. Score requirements and academic requirements for acceptance and placement vary by institution.
    - c. **Due to uncertainty surrounding the COVID-19 pandemic, please check with your preferred institution regarding test score requirements being waived.**
  - Via Gafutures.org, request your transcript be sent to the post-secondary institution to which you are applying.
  - Complete the Dual Enrollment Funding application found at Gafutures.org. Students will not be registered for college courses until the DE Funding Application (participation agreement) has been completed by both the student and the parent. The DE Funding Application is valid for the entire current school year (Summer, Fall, Spring). Course registration is required each semester.
  - Provide the Dual Enrollment counselor/coordinator with a copy of your college schedule.
  - The student is required to request that the college transcript be sent to the high school once the college class is completed.

### Additional notes:

During the SCHS registration process, a student should schedule classes as if he/she plans to attend SCHS full-time. Once the student's college schedule is provided to the dual enrollment counselor, the student's high school schedule will be changed.

Students taking Dual Enrollment courses receive **six** points on their final average for the course toward their weighted GPA. If a college provides letter grades and not numeric grades, SCHS will post to the SCHS transcript the corresponding grade found on the Grade Conversion Chart.



## Honors & Advanced Placement Information

Stephens County High School offers a variety of Honors and Advanced Placement courses within many different departments. Students interested in taking Honors and Advanced Placement courses should understand the following:

- ❖ These courses are advanced level, rigorous courses designed to challenge and accelerate students taking the course.
- ❖ Students are encouraged to maintain an A average in all academic areas before considering Honors and Advanced Placement classes.
- ❖ Students taking Honors level courses receive **three** points on their final average for the course toward their weighted GPA.
- ❖ Students taking Advanced Placement courses receive **six** points on their final average for the course toward their weighted GPA.
- ❖ Some courses require summer reading and summer assignments to be completed before the course begins. Summer reading and assignments must be picked up before the end of the school year; failure to do so will result in being dropped from the course.
- ❖ Before registering for an AP and/or Honors course, students and parents should carefully consider the rigorous level of coursework, time commitment, and the student's overall course load.



## Rigor Course Offerings

In order to be eligible for the HOPE and Zell Miller Scholarships, students graduating on or after May 1, 2017 and beyond must earn **four** rigor course credits (and meet other requirements).

SCHS offers the following rigor courses:

- ❖ Math Courses
  - Algebra II
  - Advanced Mathematical Decision Making
  - Pre-Calculus
  - Calculus
- ❖ Science Courses
  - Human Anatomy
  - Epidemiology
  - Chemistry
  - Advanced Science Research
- ❖ Advanced Placement (AP) in core subjects-Language, Literature, History, Government, Chemistry, Biology
- ❖ 2nd Level and subsequent level Foreign Language Courses
- ❖ Dual Enrollment Core Academic Courses in Math, English, Science and Social Studies as well as Foreign Language

## Foreign Language Guidance

- ❖ Foreign Language courses are **not** a requirement for graduation.
- ❖ Most 4-year universities require that students receive credit for at least **two** units of the same foreign language
  - Students must research and/or contact the potential post-secondary institutions to determine if this is a requirement.
- ❖ Students are highly encouraged to consider their high school academic progress and post-secondary plans when making a decision about these courses.



## Registration Guidance

- ❖ Registration for the 2021-2022 school year will take place beginning in November.
- ❖ Refer to the Registration Timeline for important dates and information.
- ❖ The Multi-Year Academic Planner (MYAP) serves as:
  - a 4-year planning tool
  - the Individual Graduation Plan
  - the means for requesting courses for scheduling purposes
- ❖ Students and parents should carefully consider what courses are reflected and chosen in the MYAP as these will most likely become the student's schedule for the next school year.
- ❖ Once schedules are distributed in May, all course change requests must be submitted:
  - Using the Course Drop/Add Form
  - During the dates designated on the preliminary schedule
- ❖ Please note that Course Drop/Add Forms will not be available during the Back to School Orientation(s)



# Course Descriptions

Source: The course descriptions in the SCHS Registration and Course Guide are adapted from the Georgia Department of Education Course Descriptions.

## English Course Descriptions

### Communication Skills

This course is offered to students taking an English course at SCHS and "...focuses on reinforcement of the GEORGIA STANDARDS OF EXCELLENCE based course. The students receive reinforcement in the following strands: Reading Literary texts, Reading Informational texts, Writing, Speaking and Listening, and Language. The emphasis is to offer reading skills, vocabulary development, reading opportunities, writing process activities, and conventions study."

### Reading Enrichment

This course is the 2nd level Communication Skills course. See the description for Communication Skills.

### 9th Literature & Composition / 9th Literature & Composition Honors

"This course focuses on a study of literary genres and informational texts; 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. The students will also demonstrate competency in a variety of writing genres: argumentative, expository, and narrative. 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 speaking and listening for a variety of purposes."

### 10th Literature & Composition

"This course focuses on a study of literary genres and informational texts; the student develops understanding that theme is what relates literature to life and that themes are recurring in the literary world. The students explore the effect of themes in regard to interpretation. The students will read across the curriculum to develop academic and personal interests in different subjects. While the focus is writing argument in tenth grade literature, the student will also demonstrate competency in expository and narrative writing genres. The student 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 speaking and listening for a variety of purposes."

### American Literature & Composition / American Literature & Composition Honors

"This course focuses on the study of American literature and informational texts, 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 argumentative and narrative genres. The students 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 speaking and listening for a variety of purposes."



**English Literature & Composition**

"This course focuses on the study of British literature and informational texts, 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 argumentative and narrative genres. 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 speaking and listening skills for a variety of purposes."

**Advanced Composition**

This course is designed for 11<sup>th</sup> and 12<sup>th</sup> grade students who are highly interested in gaining crucial skills in writing needed for post-secondary success and "focuses on the writing process (planning, drafting, and revising). The students will focus on different writing genres and organizational structures: expository, argument, narrative, descriptive, comparison-contrast, exemplification, process analysis, classification, cause and effect, and definition. Advanced language skills (grammar and usage) will be a major component of this class. An emphasis on research is also required."

**Dramatic Writing**

Students who successfully complete Dramatic Writing, as an embedded course, shall also receive one unit of credit for Advanced Composition beginning with students enrolled in the 2018-2019 school year and subsequent years. This course applies skills to culminate in creating and developing dramatic writing for theatrical media with special emphasis on film and television. Includes development of "writerly stance" by reading, viewing, and analyzing texts and visual media from a writer's point of view, with focus on understanding the construction process and including the application of conventions of standard English grammar and usage.



# Math Course Descriptions

## **Foundations of Algebra**

"Foundations of Algebra is a first year high school mathematics course option for students who have completed mathematics in grades 6 – 8 yet will need substantial support to bolster success in high school mathematics. It will provide many opportunities to revisit and expand the understanding of foundational algebra concepts, will employ diagnostic means to offer focused interventions, and will incorporate varied instructional strategies to prepare students for required high school mathematics courses by emphasizing both algebra and numeracy in a variety of contexts including number sense, proportional reasoning, quantitative reasoning with functions, and solving equations and inequalities."

## **Algebra I**

"Algebra I is the first course 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. The fundamental purpose of Algebra I is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, organized into units, deepen and extend understanding of functions by comparing and contrasting linear, quadratic, and exponential phenomena."

## **Geometry / Geometry Honors**

"Geometry is the second course in a sequence of three high school courses designed to ensure career and college readiness. The course represents a discrete study of geometry with correlated statistics applications. Building on standards from middle school, students experiment with transformations in the plane, compare transformations that preserve distance and angle to those that do not and use transformations and proportional reasoning to develop a formal understanding of similarity and congruence. Criteria for similarity and congruence of triangles are examined, facility with geometric proofs is developed, and both are applied in proving theorems and generating geometric constructions involving lines, angles, triangles, and other polygons. Similarity in right triangles is applied to understand right triangle trigonometry. Students apply theorems about circles and extend the study of cross-sections of three-dimensional shapes; use concepts of distance, midpoint, and slope to verify algebraically geometric relationships of figures in the coordinate plane; solve problems involving parallel and perpendicular lines; and develop an understanding of independence and conditional probability to be used to interpret data."

## **Algebra II / Algebra II Honors**

"Algebra II is the third course in a sequence of three high school courses designed to ensure career and college readiness. It is designed to prepare students for fourth course options relevant to their career pursuits. It is in this course that students pull together and apply the accumulation of learning that they have from their previous courses... They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include quadratic (with complex solutions), polynomial, rational, and radical functions. And, finally, students bring together all of their experience with functions to create models and solve contextual problems."

## **Advanced Math Decision Making**

"This is a course designed to follow the completion of Algebra II. The course will give students further experiences with statistical information and summaries, methods of designing and conducting statistical studies, an opportunity to analyze various voting processes, modeling of data, basic financial decisions, and network models for making informed decisions."





**Pre-Calculus / Pre-Calculus Honors**

"Pre-Calculus is a fourth course option for students who have completed Algebra I, Geometry, and Algebra II. The course focuses on standards to prepare students for a more intense study of mathematics...The study of circles and parabolas is extended to include other conics such as ellipses and hyperbolas. Trigonometric functions are further developed to include inverses, general triangles and identities. Matrices provide an organizational structure in which to represent and solve complex problems. Students expand the concepts of complex numbers and the coordinate plane to represent and operate upon vectors. Probability rounds out the course using counting methods, including their use in making and evaluating decisions."

**AP Calculus AB**

"Follows the College Board syllabus for the Advanced Placement Calculus AB Examination. Includes properties of functions and graphs, limits and continuity, differential and integral calculus. (Prerequisite: Successful Completion of Pre-Calculus or Accelerated Pre-Calculus)"



# Science Course Descriptions

## **Biology / Biology Honors**

"The Biology curriculum is designed to continue student investigations of the life sciences that began in grades K-8 and provide students the necessary skills to be proficient in biology. This curriculum includes more abstract concepts such as the interdependence of organisms, the relationship of matter, energy, and organization in living systems, the behavior of organisms, and biological evolution. Students will investigate biological concepts through experience in laboratories and field work using the processes of inquiry."

## **Advanced Placement Biology & Advanced Science Research Biology**

"This course is designed to be the equivalent of a two semester college introductory biology course usually taken by biology majors during their first year...It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. The topics covered on the course are molecules and cells, heredity and evolution, and organisms and populations. (College Board course description September 2007)"

## **Environmental Science**

"The Environmental Science curriculum is designed to extend student investigations that began in grades K-8. This curriculum is extensively performance, lab and field based. It integrates the study of many components of our environment, including the human impact on our planet. Instruction should focus on student data collection and analysis. Some concepts are global; in those cases, interpretation of global data sets from scientific sources is strongly recommended. It would be appropriate to utilize resources on the Internet for global data sets and interactive models. Chemistry, physics, mathematical, and technological concepts should be integrated throughout the course."

## **Advanced Placement Environmental Science**

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. (Advanced Placement Course Description, May 1997. The College Board.)

## **Epidemiology**

The epidemiology curriculum is designed to continue student investigations that began high school biology. It integrates scientific investigations using real world situations to find patterns and determine causation of pathological conditions."

## **Physical Science / Physical Science Honors**

"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."



### **Chemistry I / Chemistry I Honors**

"The Chemistry curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to be proficient in chemistry. This curriculum includes more abstract concepts such as the structure of atoms, structure and properties of matter, characterization of the properties that describe solutions and the nature of acids and bases, and the conservation and interaction of energy and matter. Students investigate chemistry concepts through experience in laboratories and field work using the processes of inquiry."

### **Advanced Placement Chemistry & Advanced Science Research Chemistry**

"This course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Students should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. AP chemistry students should study topics related to the structure and states of matter (atomic theory, atomic structure, chemical bonding, nuclear chemistry, gases laws, kinetic molecular theory, liquids and solids and solutions), chemical reactions (reaction types, stoichiometry, equilibrium, kinetics, and thermodynamics), and descriptive chemistry (chemical reactivity, products of chemical reactions, relationships in the periodic table, and organic chemistry). (College Board course description September 2007)"

### **Earth Systems**

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



# Social Studies Course Descriptions

## **World History / World History Honors**

"A survey course beginning with the earliest civilizations and highlighting important developments throughout the world until the early 21st century. The course includes topics related to Early Civilizations and Classical Empires; Growth, Expansion, and the Emergence of the Modern World; Global Interaction and Conflict; and the Contemporary World."

## **Civics / Civics Honors**

"An in-depth study of the American political system. This course focuses on the foundation, principles and structure of the American system of government, examines the role of political parties, social factors as they relate to the role of the citizen, and analyzes the decision-making process that are a part of the system of American political behavior. This course meets the state's Citizenship requirement for graduation."

## **Advanced Placement Government**

Students on an Honors and Advanced Social Studies track may choose to take the Advanced Placement Government course which "conforms to College Board topics for the Advanced Placement United States Government and Politics Examination. Covers federalism, separation of powers, influences on the formulation and adoption of the Constitution, political beliefs, political parties and elections, interest groups, institutions and policy processes and civil liberties and civil rights."

## **United States History**

"Examines the history of the United States beginning with the British settlement of North America. The course's main focus is the development of the United States in the 20th and 21st centuries. The course includes topics related to Colonization through the Constitution; New Republic to Reconstruction; Industrialization, Reform, and Imperialism; Establishment as a World Power; and the Modern Era. "

## **Advanced Placement United States History**

Students on an Honors and Advanced Social Studies track may choose to take the Advanced Placement United States History course. This course can also be paired with the United States Honors, making it a year-long experience. Students can also choose to take it as a single semester course. AP US History "conforms to College Board topics for the Advanced Placement United States History Examination. Covers discovery and settlement, Colonial Society, the American Revolution, Constitution and the New Republic, Age of Jefferson, Nationalism, Sectionalism, Territorial Expansion, Civil War, Reconstruction, Industrialization, Progressive Era, World War I, Depression, New Deal, World War II, The Cold War, through modern times."

## **Economics / Economics Honors**

"An introductory course into the principles of economics. The course includes topics related to Fundamental Economic Concepts, Microeconomics Concepts, Macroeconomics Concepts, International Economics, and Personal Finance Economics."



# **CTAE Course Descriptions**

## **Agriculture, Food, & Natural Resources Career Cluster**

### **Basic Agricultural Science**

"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."

### **Forest Science**

"This course provides 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."

### **Forest Science II**

This laboratory course provides students with entry-level skills for employment in the forest industry; including instruction in establishment of the forest by natural and artificial means, forest maintenance and surveillance, tree identification, protection, silviculture, tree and land measurement, mapping, preparation for timber sales and harvest, multiple use resource management, record keeping, and taxation.

### **Animal Science Technology Bio**

"As part of the Agriscience 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."

### **General Horticulture and Plant Science**

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

### **Veterinary Science**

"The agricultural education course in veterinary science covers the basics of animal care. Topics covered include disease, parasites, feeding, shelter, grooming, and general animal care. The target population is career preparatory students desiring to continue their education after high school or to enter the workforce after graduation from high school. College preparatory students benefit from the course as an elective if they plan to



enter college and pursue a degree to enter the veterinary profession. This course allows students entering the workforce after graduation from high school to develop entry-level skills to become employed and to continue their education on the job.”

### **Agribusiness Management and Leadership**

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

## **CTAE Course Descriptions: Health Science Career Cluster**

### **Introduction to Healthcare Science**

“Introduction to Healthcare Science is the foundational course for all Health Science pathways and is a prerequisite for all other Health Science pathway courses. This course will enable students to receive initial exposure to the many Healthcare Science careers as well as employability, communication, and technology skills necessary in the healthcare industry. The concepts of human growth and development, interaction with patients and family members, health, wellness, and preventative care are evaluated, as well as the legal, ethical responsibilities of today’s healthcare provider. Fundamental healthcare skills development is initiated including microbiology, basic life support and first aid. This course will provide students with a competitive edge to be the better candidate for either entry into the healthcare global marketplace and/or the post-secondary institution of their choice to continue their education and training.”

### **Essentials of Healthcare**

“Anatomy and Physiology is a vital part of most healthcare post-secondary education programs. The Essentials of Healthcare is a medical-focused anatomy course addressing the physiology of each body system, along with the investigation of common diseases, disorders and emerging diseases. The prevention of disease and the diagnosis and treatment that might be utilized are addressed, along with medical terminology related to each system. This course provides an opportunity to demonstrate technical skills that enforce the goal of helping students make connections between medical procedures and the pathophysiology of diseases and disorders.” Introduction to Healthcare is the prerequisite for this course. This course includes an embedded credit of Human Anatomy.

### **Patient Care Fundamentals**

“This course is designed to provide students interested in the careers that involve patient care with entry level skills most commonly associated with the career Nursing Assistant. The students are required to meet both national and intrastate professional guidelines as designated by applicable regulatory agencies such as the Occupational Health and Safety Administration (OSHA), Center for Disease Control (CDC), and the Department of Health and Human Services (HHS) with a specific focus on the Omnibus Budget Reconciliation Act of 1987 (OBRA) and the Health Insurance Portability and Accountability Act of 1996 (HIPAA). Upon completion of this course and its prerequisites, this course meets the Certified Nurse Assistant curriculum content as specified by the Georgia Medical Care Foundation. Students meeting all academic, attendance, and age requirements may sit for the Georgia Registry’s Examination. Successful completion of the Georgia



Registry Examination allows students to seek employment in the state of Georgia as a Certified Nurse Assistant.” Introduction to Healthcare and Essentials of Healthcare are prerequisites for this course. Due to specific requirements for the CNA program, students need to be at least 16 years old to take this course.

### **Allied Health and Medicine**

“This course is designed to offer students (preferably upper classmen - juniors or seniors) the opportunity to become effective and efficient multi-skilled healthcare providers as they develop a working knowledge of various allied health opportunities. Students focusing on a career path in the healthcare field may apply classroom/lab knowledge and skills in the clinical setting as they participate in direct or simulated client care. The curriculum allows instructors to provide options for classroom/student growth opportunities in area(s) of interest to the student. These options may be determined by community need, available resources, and/or student interest, etc.” Introduction to Healthcare and Essentials of Healthcare are prerequisites for this course.

### **Sports Medicine**

“Sports Medicine is the third course in the Therapeutic Services/Sports Medicine Career Pathway. The course is appropriate for students who wish to pursue a career in healthcare with a focus on the musculoskeletal system, injury assessment, injury prevention, or rehabilitation including careers in Sports Medicine and Rehabilitative Services. This course will enable students to receive initial exposure to therapeutic services skills and attitudes applicable to the healthcare industry. The concepts of anatomy and physiology, assessment, preventative and rehabilitative care are introduced. Fundamental healthcare skills development is initiated, including medical terminology, kinesiology, patient assessment, record keeping, and basic life support. The prerequisites for this course are Introduction to Healthcare and Essentials of Healthcare.”

## **CTAE Course Descriptions: Architecture & Construction**

### **Introduction to Drafting and Design**

“Introduction to Drafting and Design is a foundation course that serves as an introduction to the drafting and design field and is a prerequisite to all other courses in the Architectural Drawing & Design and Engineering Drafting & Design Pathways. Emphasis is placed on safety, geometric construction, fundamentals of Computer-Aided Drafting, and multi-view drawings. Students learn drafting techniques through the study of geometric construction at which time they are introduced to computer-aided drafting and design.”

### **Architectural Drawing and Design I**

“Architectural Drawing and Design I is a one-credit course that introduces students to the basic terminology, concepts, and principles of architectural design. Emphasis is placed on house designs, floor plans, roof designs, elevations (interior and exterior), schedules, and foundations.”

### **Architectural Drawing and Design II**

“Architectural Drawing and Design II is a one-credit course that builds on the skills developed in Architectural Drawing and Design I. Emphasis is placed on schedules, plumbing, heating and air, graphic presentations, plot/site plans, specifications, and building estimations. While the term computer-aided design (CAD) does not appear in each competency, CAD tools and software should be used extensively throughout the course.”

### **Industry Fundamentals and Occupational Safety**

“This course is designed as the foundational course in the Carpentry, Plumbing, Electrical, Masonry, Machining, Welding, Sheet Metal, Heating, Ventilation, Air Conditioning and Refrigeration, and HVACR Electrical pathways to prepare students for pursuit of any career in construction. The course prepares the trainee for the basic knowledge to function safely on or around a construction site and in the industry in general and will provide the trainee with the option for an Industry Certification in the Construction Core.”



### **Introduction to Construction**

"This course is preceded by the Occupational Safety and Fundamentals course. This course offers an opportunity for students to build on their knowledge and skills developed in Occupational Safety. It introduces them to four construction craft areas and is also the second step towards gaining a Level One Industry Certification in one of the craft areas. The goal of this course is to introduce students to the history and traditions of the carpentry, masonry, plumbing, and electrical craft trades. Students will explore how the various crafts have influenced and been influenced by history. The student will also learn and apply knowledge of the care and safe use of hand and power tools as related to each trade. In addition, students will be introduced to, and develop skills to differentiate between blueprints, as is related to each individual craft area."

### **Carpentry I**

"This course is preceded by Introduction to Construction. This course is the third course that provides the student a solid foundation in carpentry skills and knowledge. It is the third step in gaining a Level One Industry Certification in Carpentry. This course provides an overview of the building materials used in the carpentry craft. It teaches techniques for reading and using blueprints and specifications, especially as related to the carpentry craft. It provides specific knowledge and skills in site layout and floor and wall framing systems. It includes the basic industry terminology for a carpentry craftsman."

### **Introduction to Metals**

"The metals technology curriculum, Introduction to Metals, is designed to acquaint participants with the three major technical occupations (welding, sheet metal, and machining) that are available in the metal forming, manufacturing, and metals/construction industries. The various activities equip high school students with the skills needed to select a metal industry occupation, enter the work force, and continue to advance in one of these specialized metals occupations. Experiences include an introduction to the basic requirements of each of these fields, exposure to the structure and nature of career opportunities, and an introduction to types of training and skills required and the use of specialized tools, equipment, and materials. Approximately one-third of students' time is invested in the technical aspects of the occupation with the majority of their time (two-thirds) committed to performance-based, metals-related lab activities. This course is designed to familiarize students with fundamentals of various metal occupations for the purpose of preparing them to select either welding, sheet metal, or machining for more highly specialized training in subsequent courses."

### **Welding I**

"This course is designed to allow students to master basic welding techniques. Students will identify, rate, select, and use proper weld techniques to produce quality beads. The student will also properly prepare base metal to produce good weld quality."

### **Welding II**

"This course is designed to allow students to master basic welding techniques such as producing quality fillet welds and advanced metal cutting processes. Students will interpret welding symbols and use joint fit-up tools to produce quality fillet welds."

## **CTAE Course Descriptions: Arts, A/V Technology, & Communications**

### **Introduction to Graphics and Design**

"The goal of this course is to provide all students with an introduction to the principles of graphic communications and design and its place in the world. This course should also help students to use computers effectively 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 graphic communications and design world. They can learn the theories behind creating aesthetically pleasing designs and how to work with consumers. Exposure to career possibilities and discussion of ethical issues relating to graphic communications and design should also be important threads in this course. Graphic Communications is defined as the processes and





industries that create, develop, produce, and disseminate products utilizing or incorporating words or pictorial images to convey information, ideas, and feelings. GC products facilitate learning, enjoyment, motivation, and commerce. Graphic Communications includes the family of market segments embracing the technologies of printing, publishing, packaging, electronic imaging, and their allied industries; they are often referred to as the graphic arts, print, or imaging industries. Graphic design is the process of communicating visually using typography and images to present information. Graphic design practice embraces a range of cognitive skills, aesthetics, and crafts, including typography, visual arts, and page layout. Like other forms of design, graphic design often refers to both the process (designing) by which the communication is created and the products (designs) which are generated.”

### **Graphic Design and Production**

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

### **Advanced Graphic Output Processes**

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

## **CTAE Course Descriptions: Business, Management, and Administration**

### **Introduction to Business and Technology**

“Introduction to Business & Technology is the foundational course for Business & Technology, Entrepreneurship, and Human Resources Management pathways. The course is designed for high school students as a gateway to the career pathways above, and provides an overview of business and technology skills required for today’s business environment. 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. Various forms of technologies will be highlighted to expose students to the emerging technologies impacting the business world. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are taught in this course as a foundational knowledge to prepare students to be college and career ready. Introduction to Business & Technology is a course that is appropriate for all high school students. After mastery of the standards in this course, students should be prepared to earn an industry recognized credential: Microsoft Office Specialist for Word Core Certification.”

### **Business and Technology**

“Business and Technology is designed to prepare students with the knowledge and skills to be an asset to the collaborative, global, and innovative business world of today and tomorrow. Mastery use of spreadsheets and the ability to apply leadership skills to make informed business decisions will be a highlight of this course for students. Publishing industry appropriate documents to model effective communication and leadership will be demonstrated through project based



learning. Students will use spreadsheet and database software to manage data while analyzing, organizing and sharing data through visually appealing presentation.”

### **Business Communications**

“As one of the most important skills for employers, students will explore the value of communication in their personal and professional life. The digital presence and impact of written and visual communication in a technological society will be addressed. Students will create, edit, and publish professional-appearing business documents with clear and concise communication. Creative design, persuasive personal and professional communications will be applied through research, evaluation, validation, written, and oral communication. Leadership development and teamwork skills will be stressed as students work independently and collaboratively. Presentation skills will be developed and modeled for students to master presentation software in this course.”

## **CTAE Course Descriptions: Human Services**

### **Introduction to Personal Care Services**

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

### **Cosmetology Services II**

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

### **Cosmetology Services III**

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

### **Cosmetology Services Core IV**

“This course provides more in-depth competencies in the use of chemical procedures on the hair, specifically in permanent waving, chemical relaxing and hair coloring techniques. ”



Students must complete the Cosmetology pathway and have a recommendation from the instructor.

### **Advanced Cosmetology Services**

"The course is designed to provide instruction in the area of advanced skin care. Specifically, the student will have the opportunity to learn competencies in hair removal, corrective make-up applications, lash & brow tinting, cosmetic surgery, facials, manicures, and artificial nails. Safety and sanitation procedures will be stressed throughout the course in all procedures. Sufficient practice is included in order for the student to acquire the required number of procedures by the Georgia State Board of Cosmetology."

Students must complete the Cosmetology pathway and have a recommendation from the instructor.

### **Cosmetology Internship I**

"This 75 hour in-school laboratory practicum provides the student opportunities to practice and enhance cosmetology skills learned in previous courses, while earning the 1500 credit hours required by the Georgia State Board of Cosmetology for licensure examination. Key areas include: Shampooing, Hair & Scalp Treatments, Styling, Hair Cutting, Permanent Waving and Relaxing, Hair Coloring, Facials and Nails, and Salon Management. It is recommended that Practicum I be taken simultaneously with one of the following courses: Styling Principles, Haircutting or Chemical Hair Processing."

Students must complete the Cosmetology pathway and have a recommendation from the instructor.

### **Cosmetology Internship II**

"This 75 hour in-school laboratory practicum provides the student opportunities to practice and enhance cosmetology skills learned in previous courses, while earning the 1500 credit hours required by the Georgia State Board of Cosmetology for licensure examination. Key areas include: Shampooing, Hair & Scalp Treatments, Styling, Hair Cutting, Permanent Waving and Relaxing, Hair Coloring, Facials and Nails, and Salon Management."

Students must complete the Cosmetology pathway and have a recommendation from the instructor.

### **Cosmetology Internship III**

"This 75 hour in-school laboratory practicum is designed to provide clientele opportunities for the student to earn credit toward the 1500 hours required by the Georgia State Board of Cosmetology to take the licensure examination. Performing services on manikins and/or clients will enhance learned skills. Areas required by the board include: reception duties; dispensary duties; hairdressing, shampoo and comb out; permanent waving; chemical relaxing; hair coloring and lightening; scalp and hair treatment; facial treatment, makeup and arching; and, manicuring and pedicuring. It is recommended that Practicum III be taken simultaneously with one of the following courses: Styling Principles, Haircutting, or Chemical Hair Processing."

Students must complete the Cosmetology pathway and have a recommendation from the instructor.

### **Cosmetology Internship IV**

"This minimum 75-hour block of in-school laboratory instruction is for the purpose of students earning hours toward the completion of 1500 credit hours required by the Georgia State Board of Cosmetology to take the licensure examination. Performing services in the salon will enhance basic skills previously learned in other courses. Key areas to be included are: Shampooing and Styling, Hair and Scalp Treatments, Hair Cutting, Chemical Waving and Relaxing, Lightening and Hair Coloring, Skin and Nail Care, and Salon Management Duties. Courses in Salon Management, Advanced Skin & Nail Care and Cosmetology Practicum IV, V or VI may be taken simultaneously."

Students must complete the Cosmetology pathway and have a recommendation from the instructor.

### **Cosmetology Internship V**

"This minimum 75-hour block of in-school laboratory instruction is to provide students an opportunity to earn credit hours toward the completion of 1500 hours required by the Georgia State Board of Cosmetology to take the licensure examination. Services performed in a salon setting will include: shampooing and styling; hair and scalp treatments; hair cutting; chemical waving and relaxing; lightening and hair coloring; skin and nail care services; and salon management. Courses in Salon Management, Advanced Skin and Nail Care and Cosmetology Practicum IV, V or VI may be taken simultaneously."

Students must complete the Cosmetology pathway and have a recommendation from the instructor.



### **Cosmetology Science**

"This course is designed to enhance the students' understanding of scientific concepts related to the cosmetology field. Students will explore various sciences in this course. Infection Control will be implemented throughout the course to adhere to the standards and guidelines to prevent the spread of infectious diseases. Students will examine the conditions, disorders and diseases of the hair, skin, and nails. The functions, cell growth, and reproduction will be included as well as instruction on how to maintain healthy hair, skin and nails. Bacteriology will be evaluated and how the spread of infectious microbes and diseases occur in the salon. Students will compare and contrast different body systems and how they affect the hair, skin and nails. Emphasis will be placed on classroom safety and professional work ethics."

Students must complete the Cosmetology pathway and have a recommendation from the instructor.

### **Licensure and Employment Opportunities**

"This course is designed to provide the student an opportunity to develop the competencies needed **to own** and/or manage a salon. Also, completion of this course allows the student to fulfill the hours required by the Georgia State Board of Cosmetology for the licensure examination. Key competency areas include: State & Local Laws, Human Resources, Planning, Management, Retailing, Marketing, Receptionist Duties, and Client Retention. "

Students must complete the Cosmetology pathway and have a recommendation from the instructor.

## **CTAE Course Descriptions: Transportation, Distribution, & Logistics**

### **Automotive Technologies 1**

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

### **Automotive Technologies 2**

This course is designed as the second course for the General Automotive Technology Pathway. Students in this course will learn the basic skills needed to gain employment as an entry level automotive technician. Students will be exposed to courses in automotive preventative maintenance, brakes, steering and suspension, electrical systems, engine repair, engine performance, automatic transmission, manual transmission and differential & automotive HVAC. The hours completed in this course are aligned with ASE standards and are a base for the entry-level technician. The prerequisite for this course is advisor approval and successful completion of Automotive Technologies 1.

### **Automotive Technologies 3**

This course is designed as the third course for the General Automotive Technology Pathway. Students in this course will learn the basic skills needed to gain employment as an entry level automotive technician. Students will be exposed to courses in automotive preventative maintenance, brakes, steering and suspension, electrical systems, engine repair, engine performance, automatic transmission, manual transmission and differential & automotive HVAC. The hours completed in this course are aligned with ASE standards and are a base for the entry-level technician. The prerequisite for this course is advisor approval and successful completion of Automotive Technologies 2.

### **Advanced Automobile Technologies 4**

This course is designed as the first course for the Advanced Automotive Technology Pathway. Students in this course will learn the basic skills needed to gain employment as an entry level automotive technician. Students will be exposed to courses in automotive preventative maintenance, brakes, steering and suspension, electrical



systems, engine repair, engine performance, automatic transmission, manual transmission and differential & automotive HVAC. The hours completed in this course are aligned with ASE standards and are a base for the entry-level technician. The prerequisite for this course is advisor approval and successful completion of Automotive Technology 3.

### **Advanced Automobile Technologies 5**

This course is designed as the second course for the Advanced Automotive Technology Pathway. Students in this course will learn the basic skills needed to gain employment as an entry level automotive technician. Students will be exposed to courses in automotive preventative maintenance, brakes, steering and suspension, electrical systems, engine repair, engine performance, automatic transmission, manual transmission and differential & automotive HVAC. The hours completed in this course are aligned with ASE standards and are a base for the entry-level technician. The prerequisite for this course is advisor approval and successful completion of Automotive Technology 4.

## **CTAE Course Descriptions: Government & Public Administration**

### **JROTC Army Leadership Education I**

"This course includes classroom instruction and laboratory instruction in the history, customs, traditions and purpose of Army JROTC. It contains the development of basic leadership skills to include leadership principles, values and attributes. Development of core skills students should master; an appreciation for diversity, and active learning strategies are integrated throughout the course. Emphasis is placed on writing skills and oral communication techniques. Financial planning is introduced. Physical fitness, diet, nutrition, healthy lifestyles and awareness of substance abuse and prevention and basic first aid measures are additional content areas. An overview of geography and the globe are incorporated. Also included is a study of the U.S. Constitution, Bill of Rights, responsibilities of U.S. citizens and the federal justice system. "

### **JROTC Army Leadership Education II**

"This course includes classroom instruction and laboratory instruction expanding on skills taught in LET 1. This course introduces equal opportunity and sexual harassment. It provides instruction on leadership styles and practical time to exercise leadership theories as well as the basic principles of management. It provides self assessments that help students determine their skill sets and opportunities to teach using accepted principles and methods of instruction. It emphasizes community projects to assist in drug prevention efforts, includes dietary guidelines and fitness and introduces map-reading skills. It discusses the significant events that helped shape and develop the Constitution and government and teaches the role of political parties in the election process. "

### **JROTC Army Leadership Education III**

"This course includes classroom instruction and laboratory instruction expanding on the skills taught in LET 1 - 2. This course allows cadets to investigate the interrelationships of the services while it continues to build their leadership development and decision-making skills. It includes negotiation skills and management principles. It emphasizes staff procedures and provides leadership situations and opportunities to handle various leadership situations as well as preventing violence and managing anger. The research, identification, planning, and execution of service learning activities are included. This course gives cadets the opportunity to apply basic concepts of career exploration strategies and planning. It teaches how to create a career portfolio and plan for college or work. Financial management principles are studied further. Skills for orienteering and/or land navigation are developed. Includes studies in the federal judicial system and how historical events shaped social systems. "

### **JROTC Army Leadership Education IV**

"This course includes classroom instruction and laboratory instruction expanding on the skills taught in LET 1-3. It focuses on creating a positive leadership situation, negotiating, decision-making, problem solving, planning, team development, project management, and mentoring. It provides the opportunity to demonstrate leadership potential in an assigned command or staff position within the cadet battalion organizational structure. It includes how to use emotional intelligence in leadership situations as well as how to maintain a positive attitude. It provides instruction on etiquette, daily planning, financial planning, and careers. It includes requirements for the



practical application of leadership duties. It emphasizes physical fitness through healthy individual and group competition. The interactions between groups of people and how they affect the area's cultural, economic, and political characteristics are discussed. It explores various methods on determining distance, direction, and locations as well as environmental issues. Concepts of democracy and freedom and how to influence local governments are discussed. "

### **JROTC Army Leadership Education V**

"This course includes classroom instruction and laboratory instruction in teamwork, Maslow's hierarchy of needs, speaking and writing, developing potential, self-image, self-esteem and personal values, creating your own success, setting goals, developing dental hygiene and appreciation of music, learning how to study search for a career and write a resume, study smart, build a team, resolve conflicts and perform community service. "

### **JROTC Army Leadership Education VI**

"This course includes classroom instruction and laboratory instruction in defining potential, understanding attitude and its relationship to performance, understanding conditioning and motivation, developing success habits and thought processes, understanding how words and self-image affect performance, learning how to write positive affirmations and use them to affect positive change. Study character education and development and perform a community service project based on what you have learned. Students can earn 2 college credits from the University of Colorado at Colorado Springs (UCCS)\* for completing studies in character education and performing related service projects. "

### **JROTC Army Leadership Education VII**

"This course includes classroom instruction and laboratory instruction in economics. Students will learn how to manage their finances, budget, save, invest, purchase insurance and manage credit. Once they have completed the course in financial management/economics and performed a related service, they can earn 2 college credits from the University of Colorado at Colorado Springs UCCS)\*. They are expected to take leadership roles in the community service projects performed based on their high level of leadership development. "

### **JROTC Army Leadership Education VIII**

"This course includes classroom instruction and laboratory instruction in writing and advanced citizenship. Students will learn the basic components of writing to prepare for college English or their career. They will use citizenship action groups to perform community service projects related to government processes. Once they have completed a course in citizenship and performed a related service, they can earn 2 college credits from the University of Colorado at Colorado Springs (UCCS)\*. They are expected to take leadership roles in the community service projects performed based on their high level of leadership development. "

## **Other Electives**

### **Journal/Yearbook I/III**

"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 copywriting, editing, and revising. If a publication is produced, the students will learn the process of publishing."

### **Journal/Yearbook II/V**

"The course offers an advanced study of journalistic writing. Skills from Journalism I are continued; the students focus on a more intense analysis of print and broadcast publications. Students read extensively to explore and analyze the influence of good journalistic writing. This course requires more critical thinking and more in-depth writing."

### **Work-Based Learning**

"The Work-Based Learning Program is a structured educational experience that integrates classroom learning (school-based) with productive, structured work experiences (work-based), which are related to a student's career goal,



program of study and employability skills.”



# Fine Arts Course Descriptions

## **Art I**

"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. "

## **Art II**

"Enhances level-one skills in art history, art criticism, aesthetic judgment and studio production. Emphasizes and reinforces knowledge and application of the design elements and their relationship to the principles of design. Explores different two-and three-dimensional art media and processes. Investigates master artworks to increase awareness and to examine the role of art and the artist in past and contemporary societies. "

## **Art III**

"Enhances level-two skills in art history, art criticism, aesthetic judgment and studio production. Provides practice in applying design elements and principles of design. Provides focus on different two- and three-dimensional art media and processes and master artworks. Stresses idea development through production and creativity and through the study of master artists."

## **Art IV**

"Enhances level-three skills in art history, art criticism, aesthetic judgment and studio production. Provides opportunities for in-depth application of design elements and principles of design in two-and three-dimensional art media and processes. Stresses creative problem solving through art production and the study of master artists and their works."

## **Art V**

"Enhances level-four skills in art history, art criticism, aesthetic judgment and studio production. Provides opportunities to use two-and-three-dimensional art media and process in the development of individual portfolios. Explores idea development and media selection of master artworks of historical and cultural significance."

## **AP Art**

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

## **Art Appreciation\***

"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."

## **Theatre Arts/Fundamentals I**

"This course serves as an introduction to the theatre arts. Students investigate theatre as a whole by exploring the techniques and origins of a wide variety of theatre arts in various cultures and periods."

## **Theatre Arts/Fundamentals II**

"Enhances level-one skills by producing specific theatre styles in depth with performance opportunities."

## **Dramatic Arts/Fundamentals III**

"Enhances level-two skills by producing and studying literature as related to theater. Provides opportunities for performance with focus on language arts classes."

## **Dramatic Arts/Fundamentals IV**

"Enhances level-three skills by producing and writing plays for presentation; explores the role of the playwright. Provides opportunities for practical application. "





**Theatre Arts/Musical I**

Introduces the style and characteristic elements of modern musical theater. Covers production staging, orchestration, voice and dance; offers an opportunity for team teaching through interdisciplinary collaboration with the chorus, band, art, technology, physical education and dance instructors. Offers opportunity for performance.

**Theatre Arts/Musical II**

Enhances level-one skills with a focus on voice production and provides opportunities for performance.

**Marching Band I**

"Provides opportunities for intermediate-level performers to increase performance skills and precision on a wind or percussion instrument. Includes performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses individual progress and learning and group experiences; strengthens reading skills."

**Marching 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."

**Marching Band III**

"Enhances level-two skills and provides further opportunities for intermediate-level performers to build independence and leadership within the ensemble. Covers performance and production, analysis and historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses individualized learning and group experiences."

**Marching Band IV**

"Enhances level-three skills and provides further opportunities for intermediate-level performers to increase performance skills and precision with increasingly difficult literature. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress, practice strategies and group experiences."

**Concert Band I**

"Mastery Band I allows students to develop master skills in music reading and performance techniques. A variety of mastery band literature of various historical and contemporary styles and genres is performed. Students extend their knowledge of music theory, including analysis of form. They explore compositional and improvisational techniques of instrumental music."

**Concert Band II**

"Mastery Band II allows students to continue to develop master skills in music reading and performance techniques. A variety of mastery band literature of various historical and contemporary styles and genres is performed. Students extend their knowledge of music theory, including analysis of form. They explore compositional and improvisational techniques of instrumental music."

**Concert Band III**

"This course allows students to develop mastery-level tone quality, intonation, balance, precision, phrasing, and techniques. Students are expected to consistently demonstrate mastery level sight-reading skills and respond to expression markings in the musical score. Compositional and improvisational techniques of mastery band ensembles are explored, and a variety of standard mastery band ensemble literature of various historical and contemporary styles and genres is performed at the mastery level."

**Concert Band IV**

"This course allows students to continue to develop mastery-level tone quality, intonation, balance, precision, phrasing, and techniques. Students are expected to consistently demonstrate mastery level sight-reading skills and respond appropriately to expression markings in the musical score. Compositional and improvisational techniques of mastery band ensembles are explored, and a variety of standard mastery band ensemble literature of various historical and contemporary styles and genres is performed at the mastery level."

\*Online Only



# Foreign Language Descriptions

## **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."

## **Spanish II**

"Enhances Level One skills in Spanish and provides opportunities to develop listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to increase understanding of Spanish-speaking cultures."

## **Spanish III**

"Enhances Level Two skills in Spanish and provides further opportunities to increase listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in previous topics and introduces new topics; offers further opportunities to increase understanding of Spanish-speaking cultures."

## **Spanish IV**

"Enhances Level Three skills in Spanish and provides further opportunities to increase listening, speaking, reading, and writing skills in an integrated way. Provides continued language development through exploration of familiar and unfamiliar topics and provides opportunities for a broader and more extensive understanding of Spanish-speaking cultures."

## **Workplace Spanish**

"Students learn specific vocabulary and phrases related to the work environment in such concerns as work safety, security, and simple directions appropriate to communicating with employees whose first language is Spanish. Emphasis is placed on oral and listening applications of the language in the workplace, especially as a means of effecting better functional cross- communication between English and Spanish speakers."



# Physical Education Course Descriptions

## **Team Sports**

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

## **Lifetime Activities**

Enhances skills and strategies in lifetime sports such as bowling, golf, tennis, racquetball, baseball, badminton, roller "skating and skiing."

## **Lifetime Activities Advanced**

"Refines skills and explores the technical aspects of lifetime sports. "

## **Weight Training**

"Introduces weight training; emphasizes strength development training and proper lifting techniques. Includes fitness concepts for developing healthy lifetime habits. "

## **Weight Training Advanced**

"Increases strength and cardiovascular fitness through an individualized weight training program. Emphasizes self-management and adherence strategies."

## **Girl's Weight Training**

"Introduces weight training; emphasizes strength development training and proper lifting techniques. Includes fitness concepts for developing healthy lifetime habits. "

## **Girl's Weight Training Advanced**

"Increases strength and cardiovascular fitness through an individualized weight training program. Emphasizes self-management and adherence strategies."

## **Health & Personal Fitness**

The Health portion of the course "explores the mental, physical and social aspects of life and how each contributes to total health and well-being. Emphasizes safety, nutrition, mental health, substance abuse prevention, disease prevention, environmental health, family life education, health careers, consumer health , and community health."

The Personal Fitness portion of the course "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."

