

2009-2010
COLUMBIA
COUNTY SCHOOL
SYSTEM

COURSE DESCRIPTION
CATALOG

January, 2009

(Revised 6/10/2009)

GRADES 9 & 10 only

The Columbia County School System does not discriminate on the basis of race, sex, age, religion, national origin, or handicap in educational programs, activities, admissions to facilities, or in employment practices.

Welcome to the high schools of the Columbia County School System. We are here to help you continue your education as you prepare for your life as an adult citizen of the twenty-first century. You will have the opportunity to plan your high school career so that you may earn a high school diploma.

This course description catalog is designed to help you and your parents acquire a better understanding of course offerings and requirements for various programs of study. Provided to assist students in planning for their high school educational goals, this catalog also explains policies, procedures, and graduation requirements so that appropriate courses will be taken.

Descriptions of courses approved by the Columbia County Board of Education to be offered in Grades 9-12 are listed by subject areas with suggested sequences for the core academic areas. The majority of the courses are taken and listed for a full school year. The courses are divided into two equal halves, called semesters, which last eighteen weeks each. Most semester-long courses earn one-half unit/credit if passed. When both halves, or semesters, of a course are passed, you will have earned one unit/credit towards graduation.

You will take six classes each semester for a total of 12 classes during the school year. If you pass all six classes both semesters, you will earn six units/credits towards graduation each year. Every course is not offered every semester in every school. Student registration controls when and if a course becomes part of the master schedule at any high school.

If you need advice or assistance in making decisions about your appropriate courses, you should speak with your school guidance counselors. The counselor can interpret requirements and explain courses of study to you and your parents. While changes may be necessary because of failure or changes in education goals, it is recommended that you be aware of the courses needed to meet your personal goals and graduation requirements. The final responsibility for course selections resides with the student and parents.

Each student, parent, and teacher is encouraged to carefully review this catalog and participate in its revision by making known his or her suggestions and recommendations. Our commitment is to provide the best educational programs possible for the students we serve. Again, welcome to the high schools of Columbia County. (This Secondary Course Description Catalog is developed by the department heads, teachers, administrators, and curriculum directors in the Columbia County School System. It meets the mandates of State Board Rule 160-4-2-.48 (Code IHF-6) concerning high school graduation requirements. A copy of this entire policy is available upon request.)

ACCREDITATION: The schools of Columbia County are accredited by the Southern Association of Colleges and Schools (SACS) and Georgia Accrediting Commission (GAC). Accreditation ensures that each school has met certain minimum standards. Efforts are made continuously to improve these conditions.

SEMESTER SYSTEM: Columbia County high schools operate on a semester system, which is a division of the regular school year (August-May) into two halves (semesters) of approximately 90 days each. The semester system provides the flexibility to meet students' needs by offering a wide variety of course selections. Student progress is reported in the form of interim and nine-week grade reports as well as *i-Parent*, a secure web-based grading program.

CREDITS/UNITS: The Columbia County School System awards credit for courses based on semester hours. Each class is 18 weeks long and most carry one half (1/2) unit/credit. Two semester classes equal one (1) unit. Eighth grade students successfully completing Spanish I will have the option of accepting credit for the class or repeating the class for credit in grades 9-12. Parents must complete and submit the Acceptance/Waiver of Credit Form prior to the beginning of 9th grade.

GRADING SYSTEM: Report cards are issued every nine weeks, two times per semester. The grading scale is:

A = 90-100; B = 80-89; C = 73-79; D = 70-72; F = Below 70

Conduct: S – Satisfactory; N - Needs Improvement; U- Unsatisfactory

For the graduating class of 2009 and beyond, actual numerical averages (calculated to the 4th decimal place) will be used in determining Honor graduates.

Advanced placement courses will be weighted .05 per nine week and exam grade. Students should be aware that in calculating HOPE eligibility, the Georgia Student Finance Commission (GSFC) strips the weighting, converts the numeric grade to a 4.0 scale, and adds .5 to AP courses. This action may impact a student's HOPE eligibility if grades fall below 3.0 as a result of the stripping of weights.

GRADE CALCULATION: The Columbia County School System has implemented the End-of-Course-Test (EOCT) grading process as mandated by the state legislature and Georgia Department of Education as of Spring of 2005. Each school containing any grades 9-12 shall calculate the semester average for courses not requiring an EOCT by counting each nine week grade as 42.5% and the semester exam as 15% to determine the semester average. One half unit of credit shall be awarded for each course in which the semester average meets or exceeds the minimum passing score.

End of Course Tests (EOCT) shall be used as the final exam in the courses assessed by an End of Course Test (EOCT). Student scores must be recorded on, in, or with individual student report cards. A student's numeric score on the End of Course Test (EOCT) shall count as 15% of the student's numeric grade in the course assessed by the End of Course Test (EOCT). Students who transfer into the county from a non-accredited institution or a home study program will be required to take EOCTs or System-Developed Assessments to validate all coursework toward graduation.

ACADEMIC LETTERS are to be awarded annually on the previous year's work. Letters are to be awarded to the students in the senior high school (grades 9-12) who earn an annual grade of not less than 90 and have "satisfactory" conduct in each subject. Credits to be counted are those that are earned toward graduation requirements. Credit awarded in the middle school (i. e. Spanish I credit) will not be used in the academic letter criteria.

HIGH SCHOOL HONOR GRADUATES, VALEDICTORIAN AND SALUTATORIAN (POLICY JN)

Honor graduates from Columbia County Schools are to be selected at the conclusion of the third nine-week grading period of the students' senior year. The valedictorian and the salutatorian must have been enrolled in a Columbia County School for two complete years of the four high school years. (Grades for students participating in the post-secondary options program would be calculated as outlined in the policy and procedure.)

For a student to be considered for valedictorian or salutatorian beginning with the class of 2005, the student must have received numerical grades for four years of study from accredited schools, not including home study programs or schools lacking full accreditation.

For the purpose of selecting honor graduates, excluding valedictorian and salutatorian, courses transferred into Columbia County Schools from non-accredited schools and from approved home schools shall be validated by comprehensive course examinations. No grade transferred into the system may be higher than the average attained in the Columbia County School System.

For the purpose of selecting honor graduates including salutatorian and valedictorian, grades will end at the third nine weeks of the senior year. Beginning with the class of 2009, in determining who shall be valedictorian and salutatorian, the principal shall use the following criteria:

- 1) A student must have taken a minimum of three (3) Advanced Placement courses. If three Advanced Placement courses are not available during a student's tenure at a high school, the principal may reduce the three course-minimum to the number that is offered at that school. (New requirement for the Class of 2009 and beyond)
- 2) The student must have been enrolled in a Columbia County school for two complete years of the four high school years.
- 3) The student must have received numerical grades for the four years of study from accredited schools. Students with transfer grades from home study programs or schools lacking full accreditation are not considered for valedictorian or salutatorian.
- 4) The student with the highest overall four-year cumulative numerical average will be named valedictorian.
- 5) The student with the second highest overall four-year cumulative average will be named salutatorian.
- 6) If two or more students have the identical highest four-year cumulative numerical average calculated to four decimal places, the students will be named co-valedictorians and no salutatorian will be named for that year.
- 7) If there are scholarships for the valedictorian, the co-valedictorians meeting the scholarship criteria will divide the scholarship funding, if this is allowed.

- 8) If two or more students have the identical second highest four year cumulative numerical average calculated to four decimal places, the students will be named co-salutatorians.
- 9) If there are scholarships for the salutatorian, the co-salutatorians meeting the scholarship criteria will divide the scholarship funding, if this is allowed.

Beginning with the graduating class of 2009, all graduates maintaining a four-year cumulative average of ninety (90) or above will be declared honor graduates.

ATTENDANCE: Each semester course will meet for a minimum of 55 minutes per day as called for by the annual school calendar. Regular daily attendance in classes is required for pupils to receive adequate instruction for full credit in any course (Policy JBD).

COURSE DESIGNATIONS: The courses taught in the high schools fall into one of several categories.

- **REQUIRED COURSES “r”:** Specific courses within certain subject areas must be satisfactorily completed in order to meet graduation requirements. These required courses must be taken and passed by every student.
- **CORE COURSES “c”:** Courses chosen from English/Language Arts, mathematics, science, and social studies which must be passed for a high school diploma. Modern (Foreign) Language courses are also required for entrance into four-year post-secondary colleges and universities.
- **ELECTIVE COURSES “e”:** A course that a student may select beyond the core requirements to fulfill the unit requirements for graduation. The number of elective courses taught at each high school is determined by enrollment in the courses.
- **END OF COURSE TEST COURSES:** A core course in which a student must take an End of Course Test (EOCT) which counts as fifteen percent of the course average. These courses currently are 9th Grade English, 11th Grade English (American Literature/Composition), Math I, Math II, Biology, Physical Science, U.S. History, and Economics. (Geometry has an EOCT, but this course is not available for students entering high school for the 1st time in 2008-2009.) Students taking an Advanced Placement course to meet the graduation requirement for the course must take the corresponding EOCT.
- **PRE-ADVANCED PLACEMENT STRATEGIES “Pre-AP”:** Pre-AP strategies are designed for students who are working on grade level. The purpose of Pre-AP is to provide a rigorous academic experience that engages students in active, high-level learning. This experience ensures that every middle and high school student develops the reading and writing skills, habits of mind, and concepts needed to succeed in Advanced Placement courses, in any discipline within the high school environment, and/or post-secondary institutions.
- **ADVANCED PLACEMENT COURSES “AP”:** The College Board's® Advanced Placement Program® enables students to pursue college-level studies while still in high school. Based on their performances on rigorous AP Exams, students can earn college credit, college honors/advanced placement, or both. **(AP courses are weighted for the purpose of class rankings and honor graduates; however, the GSFC (HOPE) strips the weights when determining HOPE eligibility.)**

COURSE SELECTION: Students, with parents' approval, will select courses each school year. The selections should be based on needs, abilities, and graduation requirements. Students should plan to attend a post-secondary school which meets their career goals and should take courses which relate to their unique skills, talents, and interests. Students should determine the particular entrance requirements for the college(s) or tech schools in which they are interested and should register for the appropriate high school courses needed to meet entrance requirements. Special attention should be given to the areas of mathematics, science, and foreign language since college requirements may vary in those areas. Colleges in the University System of Georgia require that students have four units of English, four units of mathematics, four units of science, three units of social science, and two units of the same foreign language. This is subject to change as the University System reviews its entrance requirements.

All students currently enrolled in grades 9 through 12 are recommended for courses by their teachers in various subject areas. These recommendations are made on the basis of test data, past and present classroom performance, and teacher evaluation. Individual and careful consideration is made in order to ensure maximum educational opportunity for every student. Students may register for any course at or above the recommended instructional level. Courses that are requested most frequently will be incorporated into the school's master schedule. Courses requested by fewer than 18 students, or for which staff and room are not available, will not be offered until they can be accommodated. A student must register for six classes during each of the eight semesters of high school. Parents who wish to discuss a student's program of study and course selection should arrange for a conference by calling the school's guidance office.

****COURSE CHANGES:** One of the most critical functions performed by the guidance office is the pre-registration of students. Based upon pre-registration information, courses are scheduled and teachers are employed and assigned for the next year. Schedule changes will be granted only for requests which correct computer scheduling errors, equalize class enrollments, or are necessary for seniors to graduate.

NO COURSE CHANGES, including withdrawals from rigorous AP and Gifted classes, will be granted after 5 days of classes; therefore, it is important to select your classes very carefully during spring registration.

ADVISEMENT PROGRAM AND PROCEDURES: Each school will establish an advisement program for its students using counselors and subject area teachers for help with course selection, program of study, and graduation requirements. The following advisory services are provided in the advisement program.

- Every student and parent will be advised of all graduation requirements.
- Every student will be assisted in examining his/her personal career goals and objectives in planning an educational program for the high school years which will be compatible with career objectives.
- Every student will be advised on an annual basis of his/her progress toward graduation and will receive assistance in meeting any difficulties encountered.

- Sufficient time is scheduled so that students will have the opportunity to ask questions about courses or sequence of courses in the various subject areas.
- Students will be advised of post-secondary options for their junior and senior years.

REGISTRATION PROCEDURE: Students register for courses once each year. Students must register for six classes each semester. Prior to registration, a special advisement period is scheduled by the counselor so that each student record may be reviewed. A registration form is taken to teachers for a recommendation about the courses to be taken the next year. Students should register for the level of courses recommended by the subject teacher. Parents should indicate their approval of a student's course selections by signing the registration form. Most schools also require contracts for AP, Gifted, and Accelerated classes.

SUMMER SCHOOL: Summer School instruction is primarily offered for remediation. Courses offered in Summer School are based upon demand and are subject to cancellation should enrollment minimums not be met. Upper-level courses are generally not offered during the summer session. A list of suggested courses for the coming summer may be secured from the school counselor in April. Pre-registration is held for Columbia County students in April and May. Students may earn a maximum of one and one-half credits/units per summer. Summer School runs for six weeks and fees will be charged.

ON-LINE COURSES: Online courses are offered during the fall, spring, and summer semesters through the Georgia Virtual School Program and the Gwinnett County On-line Campus. Courses are available in the areas of English/Language Arts, Modern Languages, Mathematics, Social Studies, Science, and a limited number of electives. These courses are for students with strong time management skills, motivation, and discipline. A list of courses may be secured from the school counselor in early August, December, and May. Tuition will be charged. Students may only take one online course per semester.

HIGH SCHOOL CREDENTIALS: The high school diploma is the official document issued to each student who has satisfactorily completed all requirements for graduation. Students entering high school during the 2008-2009 school year or beyond will not have differentiated diploma options. **The High School Diploma** shall be awarded to students who earn 23 units as specified by state and local requirements, pass all sections of the Georgia High School Graduation Test; and attend school/classes in accordance with state and local policy. State law prohibits substitution of courses or exemption of students from the required minimum core curriculum.

The High School Performance Certificate shall be awarded to students who do not pass all sections of the Georgia High School Graduation Test, but who meet all 23 units of course requirements and attendance regulations.

The Transition Diploma shall be awarded to students with disabilities participating in special education who have not passed the Georgia High School Graduation Test, but who have completed all of the requirements of the Individualized Education Program (IEP).

GEORGIA HIGH SCHOOL GRADUATION TEST: The Georgia High School Graduation Test is administered to all juniors. Students must pass the English Language Arts test, the mathematics test, the writing test, the social studies test, and the science test in order to graduate and receive a diploma. These tests may be repeated if not passed during the junior year.

GRADUATION REQUIREMENTS: Graduation from Columbia County High Schools will be based on meeting attendance guidelines; passing the Georgia High School Graduation Tests*; earning units of credit as specified through state and local policies. Parents and students should carefully study all Columbia County offerings, not just graduation requirements, in order to make appropriate selections to prepare the student for future goals. The units must meet the requirements of the core curriculum.

* Students who do not pass all sections of the Georgia High School Graduation Test may be eligible to file an appeal for a Waiver or Variance to Georgia State Code BDH(2), Rule 160-1-3-.09. Students are encouraged to access the state's website at: http://public.doe.k12.ga.us/tss_learning.aspx?PageReq=TSSLearningWaivers or contact their school counselor to determine eligibility.

GRADE CLASSIFICATION REQUIREMENTS: Grade classification is determined by the student's total number of units on the first day of the academic year.

- Freshman (9th Grade) Classification: Must have successfully completed the 8th grade program.
- Sophomore (10th Grade) Classification: Must have earned a minimum of 5 units.
- Junior (11th Grade) Classification: Must have earned a minimum of 11 units.
- Senior (12th Grade) Classification: Must have earned a minimum of 17 units.

SCHOOL-RELATED COMPETITIVE ACTIVITIES –

NO PASS/NO PARTICIPATE: The Georgia Board of Education and the Columbia County Board of Education have established rules to regulate all school-related competitive activities in grades 9-12. These requirements are stated in county Policy IDE (Rule 160-5-.18).

CTAE Career-Pathways ARTICULATION: The Columbia County School System with the Georgia Department of Education has developed articulation agreements with Augusta Technical College and other technical schools in the state to award joint or dual credit for some high school courses. The courses have an “(A)” following the title in this catalog.

The student must earn a grade of “85” or higher and must enroll in the technical college within fifteen months of graduation. Career-Pathways teachers have updated lists of articulated courses. Students should check with their teachers if they have specific questions about an articulation.

ATTENDANCE ZONE WAIVERS (Policy JBCC): Students requesting a move from one attendance zone to another for academic purposes:

A student may request to be approved for a move from one attendance zone to another in order to enroll in and complete a Career Technical and Agricultural Education (CTAE) Pathway. Each Pathway requires a student to earn three Carnegie units in the same CTAE content area and a fourth Carnegie unit of credit in the same or a related CTAE content area. A student may not transfer from one attendance zone to another in order to enroll in one CTAE course. The student is responsible for his/her own transportation. Georgia High School Association eligibility may be jeopardized by the move to the new school. A student may not move from one attendance zone to another in order to enroll in one or more academic courses not taught in the student's home school.

Graduation Requirements (POLICY IHF-6)
(Applies to All Students entering 9th grade in 2008-2009 and beyond)

Subject	High School Diploma
English	4 Units Including - 1 Unit 9 th Grade Literature and Composition - 1 Unit American Literature
Mathematics	4 Units Including - 1 Unit Math I or Accelerated Math I - 1 Unit Math II or Accelerated Math II - 1 Unit Math III or Accelerated Math III - 1 Unit Math IV or Additional Math* * Students may choose from a variety of math course offerings for the 4 th math e.g. AP Calculus, AP Statistics, Calculus, Discrete Math, Statistics, Career-Pathways Math, etc...
Science**	4 Units Including - Physical Science or Physics - 1 Unit Biology - 1 Unit Chemistry or Environmental Science - 1 Unit Additional Science* * Students may choose from a variety of science course offerings for the 4 th science e.g. AP Biology, AP Chemistry, AP Environmental Science, Anatomy & Physiology, Career-Pathways Science, etc... (see page 18 for recommended sequences).
Social Studies	3 Units Including - 1 Unit of World History - 1 Unit U.S. History - ½ Unit American Government - ½ Unit Economics
Health & Physical Education***	- ½ Unit Health - ½ Unit Personal Fitness *** The Georgia Department of Education Rules 160-4-2-.46 and 160.4.2.47 - The GaDOE has approved for students who earn three or more units of JROTC to waive the Health/Personal Fitness requirement. Parents whose students choose this option must initial the registration form and sign a letter of intent. An additional elective unit of the student's choice will still be required to meet the 23 units required for graduation.
Modern Languages Or Latin * and/or (CTAE) Career, Technical and Agricultural Education ** and/or Fine Arts ***	3 Units * Modern Language or Latin: Regional/State Colleges and Universities <u>require</u> two (2) sequential years of modern (foreign) language instruction. RECOMMENDATIONS: ** CTAE Career-Pathways: A concentration consisting of three (3) courses in the same area – Agriculture, Automotives, Business, Construction, Drafting, Family and Consumer Science, Graphic Arts, Health Care Science, Metals, ROTC, Technology *** Fine Arts: A concentration consisting of three (3) courses in the same area - Art, Band, Chorus, Drama/Theater
State/Local Electives	Units RECOMMENDATION: Regional/State College and Universities strongly recommend electives from the Core-Areas of English/Language Arts, Mathematics, Social Studies, Science, and Modern (foreign) Languages.
TOTAL MINIMUM UNITS	23 Units

LANGUAGE ARTS

BSL 090-097 **23.18300-600** **Prerequisite: REP** **Credit: ½ per semester**
BASIC READING/WRITING I-IV **Grade Level: 9-12** **Status: Elective**
Basic Skills Laboratory is a series of one semester courses which may be used for elective credit only. Individualized remedial instruction will be provided to meet needs in the areas of reading and/or writing. Students may continue to receive services until the end of the current semester or until they pass the Georgia High School Graduation Test.

ELL 211-212 **55.02100** **Prerequisite: ELL Eligibility** **Credit: 1**
ESOL I **ELL Eligibility**
Grade Level: 9 **Status: Elective**
This course is designed for students who are working on grade level. The course content includes vocabulary, grammar, composition, literature, workplace communication skills, and research skills. English to Speakers of Other Languages (ESOL) is a state funded instructional program for eligible English Language Learners (ELLs) in grades K-12 (Georgia School Law Section 20-2-156 Code 1981, Sec. 20-2-156, enacted in 1985). Title III is a federally funded program. Both ESOL and Title III hold students accountable for progress in English language proficiency and evidence of attainment to the exit level. The ESOL Program is a standards-based curriculum emphasizing language proficiency. The program's overarching standard is that students will use English to communicate and demonstrate academic, social, and cultural understanding. This course will not substitute for LNG 311-312 (23.06100). It is recommended that ELL students take this course prior to or in conjunction with LNG 311-312.

ELL 221-222 **55.02200** **Prerequisite: ELL 212** **Credit: 1**
ESOL II **ELL Eligibility**
Grade Level: 10 **Status: Elective**
This course is designed for students who are working on grade level. The course content includes vocabulary, grammar, composition, literature, workplace communication skills, and research skills. English to Speakers of Other Languages (ESOL) is a state funded instructional program for eligible English Language Learners (ELLs) in grades K-12 (Georgia School Law Section 20-2-156 Code 1981, Sec. 20-2-156, enacted in 1985). Title III is a federally funded program. Both ESOL and Title III hold students accountable for progress in English language proficiency and evidence of attainment to the exit level. The ESOL Program is a standards-based curriculum emphasizing language proficiency. The program's overarching standard is that students will use English to communicate and demonstrate academic, social, and cultural understanding. This course will not substitute for LNG 321-322 (23.06200). It is recommended that ELL students take this course in conjunction with LNG 321-322.

ELL 231-232 **55.02300** **Prerequisite: ELL 222** **Credit: 1**
ESOL III **ELL Eligibility**
Grade Level: 11 **Status: Elective**
This course is designed for students who are working on grade level. The course content includes vocabulary, grammar, composition, American literature, workplace communication skills, and the research paper. English to Speakers of Other Languages (ESOL) is a state funded instructional program for eligible English Language Learners (ELLs) in grades K-12 (Georgia School Law Section 20-2-156 Code 1981, Sec. 20-2-156, enacted in 1985). Title III is a federally funded program. Both ESOL and Title III hold students accountable for progress in English language proficiency and evidence of attainment to the exit level. The ESOL Program is a standards-based curriculum emphasizing language proficiency. The program's overarching standard is that students will use English to communicate and demonstrate academic, social, and cultural understanding. This course will not substitute for LNG 231-232 (23.05100), a required course as determined by Georgia State Code: IDA(2). It is recommended that ELL students take this course in conjunction with LNG 231-232.

ELL 241-242 **55.02400** **Prerequisite: ELL 232** **Credit: 1**
ESOL IV **ELL Eligibility**
Grade Level: 12 **Status: Elective**
This support course is designed for students who are working on grade level. The course content includes vocabulary, grammar, composition, workplace communication skills, and English and world literature. English to Speakers of Other Languages (ESOL) is a state funded instructional program for eligible English Language Learners (ELLs) in grades K-12 (Georgia School Law Section 20-2-156 Code 1981, Sec. 20-2-156, enacted in 1985). Title III is a federally funded program. Both ESOL and Title III hold students accountable for progress in English language proficiency and evidence of attainment to the exit level. The ESOL Program is a standards-based curriculum emphasizing language proficiency. The program's overarching standard is that students will use English to communicate and demonstrate academic, social, and cultural understanding. This course will not substitute for LNG 341-342 (23.05200). It is recommended that ELL students take this course in conjunction with LNG 341-342.

LNG 311-312 23.06100 Prerequisite: None Credit: 1
Ninth Grade Literature/Composition Grade Level: 9 Status: Required Core
This course is designed for students who are working on grade level. It integrates writing, grammar and usage, literature, speaking, listening, and critical thinking skills. It presents the writing process: planning, drafting, revising, editing, and proofing; the study of form in personal narratives, descriptions, and expository papers with emphasis on technical writing. It includes reading a variety of multicultural literature: short stories, novels, tales, poetry, mythology, drama, and nonfiction. It emphasizes oral and written response to literature, distinguishing characteristics of various genres, literary elements, and vocabulary study. There is a state-mandated End-of-Course-Test for this course.
(Textbooks: Experiencing Literature, EMC, 0821921061; Language Network-9, McDougal-Littell, 0395967392)
(Required Reading: *Odyssey, Romeo and Juliet, The Miracle Worker*)

LNG 321- 322 23.06200 Prerequisite: LNG 312 Credit: 1
Tenth Grade Literature/Composition Grade Level: 10 Status: Required Core
This course is designed for students who are working on grade level. It develops descriptive, personal narrative, expository, and persuasive writing skills and includes grammar, mechanics, and usage. It introduces a variety of authors and selections from world literature, poetry, short stories, novels, drama, and classical mythology. It engages students in the research process. It stresses vocabulary development and requires written literary analysis through discussion of the elements of literature. It develops thinking, organizing, interpersonal communication (both verbal and nonverbal), and use of analogies, metaphors and their application to writing.
(Textbooks: Understanding Literature, EMC, 0821921355; Language Network-10, McDougal –Littell, 0395967406)
(Required Reading: *Antigone, Julius Caesar, A Midsummer Night's Dream*)

LNG 331-332 23.05100 Prerequisite: LNG 322 Credit: 1
American Literature/Composition Grade Level: 11 Status: Required Core
This course is designed for students who are working on grade level. It offers opportunities to improve reading, writing, speaking/listening, and critical thinking skills through the study of American literature. It includes a variety of literary genres and multicultural writers in a chronological or thematic pattern. It emphasizes developing control in expository writing (thesis support), moving toward precision in personal narrative, descriptive, and persuasive writing. It refines research skills. It integrates grammar, mechanics, and usage into the writing process. There is a state-mandated End-of-Course-Test for this course.
(Textbooks: The American Tradition, EMC, 0811921649; Language Network-11, McDougal-Littell, 0395967414)
(Required Reading: *The Great Gatsby*)

LNG 341-342 23.05200 Prerequisite: LNG 332 Credit: 1
English Literature/Composition Grade Level: 12 Status: Required Core
This course is designed for students who are working on grade level. It offers opportunities to improve reading, writing, speaking/listening, and critical thinking skills through the study of literary selections from British/English writers organized chronologically or thematically. It emphasizes developing control in expository writing (thesis support), moving toward precision in personal narrative, descriptive, and persuasive writing. It refines research skills. It integrates grammar, mechanics, and usage into the writing process. The Senior Project is a required element of the course and includes a research paper, a portfolio, a product, and an oral presentation.
(Textbooks: The British Tradition, EMC, 0821921932; Language Network-12, McDougal-Littell, 0395967422)
(Required Reading: *Macbeth*)

SST 301-302 35.06600 Prerequisite: None Credit: 1
SAT Prep Course Grade Level: 9-12 Status: Elective
This course may be taken for one or two semesters. It is composed of nine weeks of English Language Arts and nine weeks of math instruction to prepare students for the Scholastic Aptitude Test (SAT).

LNG 250-251 23.03200 Prerequisite: None Credit: 1
Journalism I Grade Level: 10-12 Status: Elective
The purpose of this course is to teach students the basic elements of journalism, to give them practical experience in using journalistic skills, to understand the role of the press in a free society, and to examine various careers in journalism. Course content is designed to assist the student in identifying newsworthy items, developing writing skills, learning the importance of background for news, recognizing and writing a good news lead, recognizing and writing news stories in the inverted pyramid form, and studying other methods of developing stories. Course content is designed to assist the student in studying, developing, and using a style sheet; distinguishing between fact and opinion; distinguishing between feature and news articles; writing feature articles; understanding and writing the role of the editorial in a newspaper; and recognizing and writing sports stories.
(Textbook: Journalism Today, NTC/Contemporary, 0658004042)

LNG 252-253 <u>Journalism II</u>	23.03300	Prerequisite: Recommendation Grade Level: 11-12	Credit: 1 Status: Elective
Students are required to serve on the school newspaper staff in order to gain practical experience in journalism. Course content is designed to assist the student in learning copy and proofreading symbols, planning new pages, learning to write and count headlines, understanding the importance of and effects of advertising, and recognizing good photos for a newspaper, understanding the role of a free press in American society, learning pertinent legal restrictions of the press, learning the responsibilities of a journalist, studying the history of American journalism, surveying the mass media and evaluating the advantages of each, and developing attitudes and personalities of the professional journalist. (Textbook: Journalism Today, NTC/Contemporary, 0658004042)			
LNG 260-261 <u>Speech/Forensics I</u>	23.04600	Prerequisite: None Grade Level: 9-12	Credit: 1 Status: Elective
Through practice in analyzing issues and presenting both sides of issues considered to be controversial, students will practice discussion, argumentation, and debate. A great deal of time will be spent doing research and using library skills. (Textbook: The Art of Public Speaking, 8 th Ed., McGraw-Hill, 0072938218)			
LNG 262-263 <u>Speech/Forensics II</u>	23.04700	Prerequisite: LNG 261 Grade Level: 9-12	Credit: 1 Status: Elective
Research, logic, analyzing issues, advanced debate technique, and the current year's National High School debate topic will be pursued. (Textbook: The Art of Public Speaking, 8 th Ed., McGraw-Hill, 0072938218)			
LNG 264-265 <u>Speech/Forensics III</u>	23.04800	Prerequisite: LNG 261 Grade Level: 9-12	Credit: 1 Status: Elective
Research, logic, analyzing issues, advanced debate technique, and the current year's National High School debate topic will be pursued. (Textbook: The Art of Public Speaking, 8 th Ed., McGraw-Hill, 0072938218)			
LNG 350-351 <u>Oral/Written Communication (Speech)</u>	23.04200	Prerequisite: None Grade Level: 9-12	Credit: 1 Status: Elective
This introductory course in speech will emphasize the recognition and development of public speaking skills. In addition to the preparation and presentation of formal and informal speeches, the student will learn basic rhetorical principles, study the techniques of effective delivery, investigate the nature of proof, employ guidelines of effective thinking, and employ inductive and deductive outlining structures. Dramatic reading and debate will be introduced within the course. Students will be encouraged to participate in literary competitions. (Textbook: The Art of Public Speaking, 8 th Ed., McGraw-Hill, 0072938218)			
LNG 361-362 <u>Literature and History of the Old/New Testament Era</u>	23.02400/23.02500	Prerequisite: None Grade Level: 9-12	Credit: ½ per semester Status: Elective
<u>Old Testament:</u> The purpose of the course shall be to accommodate the rights and desires of those teachers and students who wish to teach and study the Old Testament and to familiarize students with the contents of the Old Testament, the history recorded by the Old Testament, the literary style and structure of the Old Testament, the customs and cultures of the peoples and societies recorded in the Old Testament and the influence of the Old Testament upon law, history, government, literature, art, music, customs, morals, values, and culture. Topics may include historical background and events of the period; the history of the Kingdom of Israel; the poetry of the Old Testament; the influence of Old Testament history and literature on subsequent art, music, literature, law, and events, including recent and current events in the Middle East. <u>New Testament:</u> The purpose of the course shall be to accommodate the rights and desires of those teachers and students who wish to teach and study the New Testament and to familiarize students with the contents of the New Testament, the history recorded by the New Testament, the literary style and structure of the New Testament, the customs and cultures of the peoples and societies recorded in the New Testament and the influence of the New Testament upon law, history, government, literature, art, music, customs, morals, values, and culture. The topics may include the historical background and events of the period; the life of Jesus of Nazareth; the parables of Jesus; the life and travels of Paul; and the influence of New Testament history and literature on subsequent art, music, literature, law, and events. (Textbook: The Hendrickson Parallel Bible, Hendrickson Publishing, 1565636988)			
LNG 370-371 <u>Writers' Workshop</u>	23.03100	Prerequisite: None Grade Level: 9-10 or 11-12	Credit: 1 Status: Elective
This course is designed to make writers aware of the writing process and of various writing techniques. The assignments will sharpen the skills students need for college English classes. (Textbook: Creative Writer's Handbook, Pearson, 0131893718)			

LNG 377-378 23.06400 Prerequisite: None Credit: 1
Literary Types/Composition Grade Level: 11-12 Status: Elective
 This course is designed to explore selections written by a variety of authors who many times are omitted in anthologies. Authors will be Southern authors, women authors, and minority authors. Aspects of the power and complexity of film will be explored. Students will become discerning viewers of both contemporary and classic film with a focus on explaining key terminology and cinematic effects.
 (Course formerly known as LNG 372-373, Comparative Literature/Composition 23.0220)
 (Textbook: The Literature of the American South-A Norton Anthology, PermaBound, 0393316718)

LNG 374-375 23.02100 Prerequisite: None Credit: 1
Mythology (Greek, Roman, Norse) Grade Level: 11-12 Status: Elective
 This course is designed for students who are working on grade level. The course content includes myths from different cultures and religions.
 (Textbook: World Mythology: Anth. Great Myths/Epics, 3rd Ed., Pearson, 0844259659)

LNG 405-406 23.05300 Prerequisite: None Credit: 1
Advanced Placement Language/Composition Grade Level: 11 Status: Core
(American Literature/AP) Substitute-LNG 331-332
 Recommended: 22 in English on ACT or Verbal Score of 50 on PSAT or 500 on SAT;
 Teacher Recommendations; 85 or higher average in English.
 This course is designed for those students who have demonstrated exceptional skills in English. Based on American and World Literature, this course includes advanced vocabulary study, intensive writing analysis, and close examination of selected literary works.
 (Textbooks: The American Tradition, EMC, 0811921649; Language Network-11, McDougal-Littell, 0395967414; The Informed Argument, 7th Ed., Thomson, 9781413016116; The Bedford Reader, 9th Ed., Bedford/St. Martin's Press, 0312395000)
 (Required Reading: *The Great Gatsby*)

LNG 407-408 23.06500 Prerequisite: None Credit: 1
Advanced Placement Literature/Composition Grade Level: 12 Status: Core
 Substitute- LNG 341-342
 Recommended: 22 in English on ACT OR Verbal score of 50 on PSAT or 500 on SAT;
 Teacher Recommendation; 85 or higher average in English.
 This course is designed for those students who have demonstrated exceptional skills in English. Based on British and World Literature, this course includes advanced vocabulary study, intensive writing analysis, and close examination of selected literary works. The Senior Project is a required element of the course and includes a research paper, a portfolio, a product, and an oral presentation.
 Textbooks: The British Tradition, EMC, 0821921932; Language Network-12, McDougal-Littell, 0395967422; Perrine's Literature: Structure, Sound & Sense, Thomson, 0155074946)
 (Required Reading: *Macbeth*)

MATHEMATICS*

The new Georgia Performance Standards for Integrated Mathematics I, II, III, and IV will begin during the 2008-2009 school year.

MSL 090-093	27.13100-200	Prerequisite: REP	Credit: ½ per semester
MSL 100-103	35.16100-200	Grade Level: 9-12	Status: Elective

Math Skills Lab

Basic Mathematics I-IV

Prerequisite: Students in the ninth grade who are achieving one year or more below grade level in language arts and/or mathematics as measured by a Georgia Board of Education approved test.

Description: Basic Skills Laboratory is a series of one-semester courses which may be used for elective credit only. Individualized remedial instruction will be provided to meet the needs of each student on a daily basis in the area of mathematics. Students may continue to receive services until the end of the current semester or until they pass the Georgia High School Graduation Test.

MAT 201-204	27.04400/27.04500	Prerequisite: None	Credit: ½ per semester
<u>Math Support Lab</u>		Grade Level: 9-12	Status: Elective

This course is designed to provide additional support to students in their effort to meet the standards of more rigorous and relevant mathematics courses. This course should be taught concurrently with a student's regular math class, giving extra time and utilizing a variety of strategies to help students build a stronger foundation for success in their current and future mathematics courses. This course is for students who are achieving on grade level in mathematics, but have not received Georgia Performance Standards curricular instruction.

MAT 361-362	27.08100	Prerequisite: 8th Grade Math	Credit: 1
<u>Math I: Algebra, Geometry, Statistics</u>		Grade Level: 9	Status: Required Core

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. There is a state-mandated End-of-Course-Test (EOCT) for this course. (Textbook: Georgia Mathematics I, Carnegie Learning, 9787934800263; GaDOE Math "Tasks")

MAT 371-372	27.09100	Prerequisite: Accel. 8 th Grade Math	Credit: 1
<u>Accelerated Math I: Geometry, Algebra II, Statistics</u>		Grade Level: 9	Status: Core

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. There is a state-mandated End-of-Course-Test (EOCT) for this course. (Textbook: Georgia Mathematics I/II, Carnegie Learning, 9787934800263/9781934800744; GaDOE Math "Tasks")

MAT 363-364	27.08200	Prerequisite: MAT 362	Credit: 1
<u>Math II: Geometry, Algebra II, Statistics</u>		Grade Level: 10	Status: Required Core

This is the second in the sequence of secondary mathematics courses designed to ensure that students are college and work ready. This course requires students to: represent and operate with complex numbers; use numerical, graphical, and algebraic techniques to explore quadratic, exponential, and piecewise functions and to solve quadratic, exponential and absolute value equations and inequalities; use algebraic models to represent and explore real phenomena; explore inverses of functions; use right triangle trigonometry to formulate and solve problems; discover, justify and apply properties of circles and spheres; use sample data to make informal inferences about population means and standard deviations; and fit curves to data and examine the issues related to curve fitting. There is a state-mandated End-of-Course-Test (EOCT) for this course. (Textbook: Georgia Mathematics II, Carnegie Learning, 9781934800744; GaDOE Math "Tasks")

MAT 373-374 27.09200 Prerequisite: MAT 372 Credit: 1
Accelerated Math II: Grade Level: 10 Status: Core
Advanced Algebra, Geometry, Statistics

This is the second 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: explore the characteristics of exponential, logarithmic, and higher degree polynomial functions using tables, graphs, and algebraic techniques; explore inverses of functions; use algebraic models to represent and explore real phenomena; solve a variety of equations and inequalities using numerical, graphical, and algebraic techniques with appropriate technology; use matrices to formulate and solve problems; use linear programming to solve problems; use matrices to represent and solve problems involving vertex-edge; use right triangle trigonometry to formulate and solve problems; investigate the relationships between lines and circles; recognize, analyze, and graph the equations of conic sections; investigate planes and spheres; use sample data to make informal inferences about population means and standard deviations; solve problems by interpreting a normal distribution as a probability distribution; and design and conduct experimental and observational studies. There is a state-mandated End-of-Course-Test (EOCT) for this course.

(Textbook: Georgia Mathematics II, Carnegie Learning, 9781934800744; GaDOE Math “Tasks”)

MAT 365-366 27.08300 Prerequisite: MAT 364 Credit: 1
Math III: Advanced Algebra, Statistics Grade Level: 11 Status: Core

This is the third in the sequence of secondary mathematics courses designed to ensure that students are college and work ready. It requires students to: analyze polynomial functions of higher degree; explore logarithmic functions as inverses of exponential functions; solve a variety of equations and inequalities numerically, algebraically, and graphically; use matrices and linear programming to represent and solve problems; use matrices to represent and solve problems involving vertex-edge graphs; investigate the relationships between lines and circles; recognize, analyze, and graph the equations of conic sections; investigate planes and spheres; solve problems by interpreting a normal distribution as a probability.

MAT 375-376 27.09300 Prerequisite: MAT 374 Credit: 1
Accelerated Math III: Grade Level: 11 Status: Core
Pre-Calculus-Trigonometry, Statistics

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

MAT 367-368 27.08400 Prerequisite: MAT 366 Credit: 1
Math IV: Grade Level: 11-12 Status: Core
Pre-Calculus-Trigonometry, Statistics

This course integrates the concepts of Advanced Algebra and Trigonometry, Analysis, and Statistics. Students can expect to cover the following topics: circular trigonometry; trigonometric functions and their inverses; trigonometric identities and equations; rational functions; investigations of the properties of a variety of functions, sequences, and series; vectors; central limit theorem and confidence intervals.

This is a fourth year mathematics course designed to prepare students for calculus and similar college mathematics courses. It requires students to: investigate and use rational functions; analyze and use trigonometric functions, their graphs, and their inverses; use trigonometric identities to solve problems and verify equivalence statements; solve trigonometric equations analytically and with technology; find areas of triangles using trigonometric relationships; use sequences and series; understand and use vectors; investigate the Central Limit theorem; and use margins of error and confidence intervals to make inferences from data.

MAT 311-312 27.06900 Prerequisite: MAT 366 Credit: 1
Discrete Math Grade Level: 11-12 Status: Elective

Discrete math is a course for college-bound students who have received credit for Math III or Advanced Algebra and Trigonometry, but who have not passed Calculus. The course includes a study of probability and combinations, sequences and series, iterations and fractals, statistics and data analysis, graph theory and an introduction to calculus.

(Textbook: Discrete Mathematics Through Applications by Crisler-Froelich, 3rd Ed., W.H. Freeman, 071670000X)

MAT 351-352 **27.07100** **Prerequisite: MAT 366** **Credit: 1**
Calculus **Grade Level: 12** **Status: Elective**
Provides a foundation for the study of advanced mathematics. Calculus includes a study of elementary functions, limits and continuity, derivatives, differentiation, applications of derivatives, integration and applications of the integral. Many of the topics taught in Advanced Placement (AP) Calculus are taught in the Calculus course. This course provides an overview of concepts that will be covered in the first year calculus course at a college or university. First semester covers Differential Calculus and its applications. Second semester covers Integral Calculus and its applications. Prerequisite: Math III or Advanced Algebra and Trigonometry.
(Textbook: Calculus of a Single Variable by Larson-Hostetler-Edwards, Houghton-Mifflin, 0618503048)

MAT 411- 412 **27.07200** **Prerequisite: MAT 366/376** **Credit: 1**
Advanced Placement Calculus AB **Grade Level: 12** **Status: Elective**
Recommended: 50 on the math section of the PSAT or **500** on the math section of the SAT or **22** on the math section of ACT; teacher recommendation; "B" average in math
This AP course consists of a full academic year of work that is comparable to a first year calculus course at a college or university. It prepares the student for the AP Calculus AB examination after in depth studies devoted to topics in differential and integral calculus. Topics include analysis of graphs, limits of functions, continuity, derivatives, integrals, and related applications.
(Textbook: Calculus of a Single Variable by Larson-Hostetler-Edwards, Houghton-Mifflin, 0618503048)

MAT 415-416 **27.07400** **Prerequisite: MAT 366** **Credit: 1**
Advanced Placement Statistics **Grade Level: 11-12** **Status: Elective**
AP Statistics has four themes: exploring data (observing patterns and departures from patterns); planning a study (deciding what and how to measure); anticipating patterns (producing models using probability and simulation); and, statistical inference (confirming models).
(Textbook: The Practice of Statistics by Yates-Moore-Starnes, W. H. Freeman, 9780716773092)

SST 301-302 **35.06600** **Prerequisite: Algebra I & Geometry** **Credit: 1**
SAT Prep Course **Grade Level: 9-12** **Status: Elective**
This course may be taken for one or two semesters. It is composed of nine weeks of English Language Arts and nine weeks of math instruction to prepare students for the Scholastic Aptitude Test (SAT).

SCIENCE

In the Columbia County School System, students are required to earn one unit in each of the three areas of science: Physical Science or Physics, Biology, and Chemistry or Environmental Science. These courses prepare our students for the state-mandated End-of-Course-Test(s) (EOCT) and the Georgia High School Graduation Test (GHS GT). All students must pass the GHS GT in order to graduate and receive a diploma. For EOCT courses, the final average of the course and EOCT must be a 70 or above to receive credit. Two pathways are provided for students. All courses must be taken and successfully completed for the full year in order to receive credit for a lab-science course.

The recommended sequence of courses is based on the math skills and 8th grade Science performance which are essential for success in the science class. The recommended sequences are as follows.

GRADE 8	<u>Pathway 1:</u> Suggested Considerations: <ul style="list-style-type: none"> • ITBS 50% or greater • CRCT 825 or greater • 8th Grade Academic performance in Reading/Math/Science 80% or above 	<u>Pathway 2:</u>
9	Biology*	Environmental Science
10	Chemistry	Biology*
11	Physics	Physical Science* or Physics
12	4 th Science/AP Science	4 th Science

* Indicates course with a State-Mandated End-of-Course-Test (EOCT)

SCI 101-102 **35.06400** **Prerequisite:** **Credit: ½ unit per semester**
Science Study Skills **Grade: 9-12** **Status: Elective**

Students will improve their academic success through study skills instruction based on Science curriculum areas: Course goals include improving study skills, learning techniques to improve reading proficiency, and develop information processing skills. They will also develop vocabulary related to the Science subject areas, take effective notes, develop sound research skills, interpret current world events and issues, and remain up-to-date on environmental information. Course is recommended for students who require remediation on Science standards as determined by performance on state-mandated EOCTs and GHS GT.

SCI 301-302 **40.01100** **Prerequisite: None** **Credit: 1**
Physical Science **Grade Level: 9-11** **Status: Core**

This course is designed to promote science process skills through study of properties of matter, atomic theory, chemical symbols, stoichiometry (reactions), periodic table, organic chemistry, energy, mechanics, waves and energy transfer, electricity and magnetism. Reference, research skills, and safety are additional instructional components within this course. There is a state-mandated End-of-Course-Test for Physical Science. (Textbook: Science Spectrum: Physical Science, Holt-Rinehart & Winston, 0030969530)

SCI 323-324 **26.01200** **Prerequisite: None** **Credit: 1**
Biology **Grade Level: 9-10** **Status: Required Core**

This course is a fundamental survey of Biology. It is a study of scientific inquiry, biochemistry, cellular structure and function, heredity, organic variation, diversity of life, and ecology. Laboratory experiments are an integral part of the course requirements. This course introduces science process skills and laboratory safety, research, nature of biology, cellular biology, genetics, evolution, and classification. There is a state-mandated End-of-Course-Test for Biology. (Textbook: Biology by Stephen Nowicki, McDougal-Littell, 9780618888306)

SCI 325-326 **40.05100** **Prerequisite: Math I** **Credit: 1**
Chemistry I **Grade Level: 10-12** **Status: Core**

Chemistry includes the structure and composition of all substances and the changes that may occur within these substances. The main topics include states of matter, atomic structure, chemical composition, reactions, dimensional analysis, acids and bases, and solutions. The overall outcome of chemistry is to develop skills in analytical critical thinking involving logical and quantitative relationships. Laboratory experiments are an integral part of the course requirements. (Textbook: Chemistry: Matter and Change, Glencoe-McGraw-Hill, 007874637X)

SOCIAL STUDIES

SOC 101-102 35.06300 Prerequisite: Credit: ½ unit per semester
Social Studies Study Skills Grade: 9-12 Status: Elective

Students will improve their academic success through study skills instruction based on Social Studies curriculum areas: Course goals include improving study skills, learning techniques to improve reading proficiency, and develop information processing skills by studying various examples of data presentation, i.e. essays, graphs, charts, and maps. They will also develop vocabulary related to the Social Studies subject areas, take effective notes, develop sound research skills, interpret current world events and issues, and remain up-to-date on consumer information. Course is recommended for students who require remediation on Social Studies standards as determined by performance on state-mandated EOCTs and GHSGT.

SOC 301-302 45.08100 Prerequisite: None Credit: 1
U.S. History Grade Level: 11 Status: Core

The study of U.S. History includes an overview of the founding fathers, the American Revolution, constitutional period, antebellum era, and the Civil War. Beginning with the Post- Reconstruction Era, the course includes a more in-depth concentration of both geographic characteristics and the changing political climate of our nation, the wars in which the United States was involved as well as social, economic, political, and contemporary issues. There is a state-mandated End-of-Course-Test for U.S. History.
 (Textbook: *American Nation*, Publisher: Holt, Rinehart; ISBN: 0030374979)

SOC 303 45.05700 Prerequisite: None Credit: 1/2
American Government Grade Level: 9-12 Status: Core

Beginning with the study of the US Constitution, this course focuses on the basic concepts and principles of the American political system; the roles, rights, and responsibilities of citizens; the importance of participation; and community service. (Previously known as SOC 303 Citizenship/Civics 45.05110.)
 (Textbook: *Magruder's American Government*; Publisher: Prentice Hall; ISBN: 013166803X)

SOC 305 45.06100 Prerequisite: None Credit: 1/2
Economics/Business/Free Enterprise Grade: 9-12 Status: Core

This course focuses on the American economic system. It covers fundamental economic concepts, microeconomics, macroeconomic, and international economic interdependence. This course stresses the ability to analyze and to make decisions concerning public issues and personal finance. There is a state-mandated End-of-Course-Test for Economics.
 (Textbook: *Economics Principles in Action*; Publisher: Prentice Hall; ISBN: 013181544X)

SOC 311-312 45.08300 Prerequisite: None Credit: 1
World History Grade Level: 9th Status: Core

World History is a study of historical developments from 1500-to the present. Students examine geography, religions, economics, the arts, learning, and politics to enhance their understanding and appreciation of the many ways the world's people have chosen to live. The history of Asia, Africa, Europe, and the Americans will be included in the course.
 (Textbook: *World History: Connections to Today*; Publisher: Prentice Hall; ISBN: 013128519X)

SOC 317-318 45.03100 Prerequisite: None Credit: 1
Sociology Grade Level: 10-12 Status: Elective

Sociology covers social institutions, issues and problems in America. Topics include crime, deviance, gangs and other group types. Ethnic, racial, and gender issues, cultural and biological development, teen issues and the institutions of family, religion and sports are also addressed. A sociology background prepares a student interested in law, government, social work and criminal justice.
 (Textbook: *Sociology, 9th Edition by Stark*; Publisher: Thomson Learning; ISBN: 0534609392)

SOC 319-320 45.01500 Prerequisite: None Credit: 1
Psychology Grade Level: 10-12 Status: Elective

Psychology is the study of human behavior. Course topics include intelligence, personality, mental disorders, memory, sensation, perception and human development. A Psychology background can help students understand human nature and the ways in which we think and act.
 (Textbook: *Psychology, 4th Edition by Hockenbury*; Publisher: VHPS/Bedford; ISBN: 0716764466)

SOC 353-354 45.05600 Prerequisite: Citizenship Credit: 1
Individual & the Law Grade Level: 10 – 12 Status: Elective

This course is the study of the role of the citizenry, conflict resolution, and the court system with an emphasis on Georgia law. The student will examine the criminal justice system and individual rights and responsibilities. This course is recommended for students active in school leadership.

(Textbook: *Introduction to Law in Georgia*; Publisher: Carl Vinson Inst.; ISBN: 0898542111)

SOC 355-356 45.05500 Prerequisite: Citizenship Credit: 1
Constitutional Theory Grade Level: 11 – 12 Status: Elective
This course is the study of the evolution of American law, English law, American colonial government, and the branches of the United States government. This course examines the fundamental principles of the U.S. Constitution and analyzes threats to individual and societal rights. Constitutional Theory is recommended for students active in school leadership.
(Textbook: TBA)

SOC 361-362 45.01100 Prerequisite: None Credit: 1
Comparative Religions Grade Level: 10 – 12 Status: Elective
Comparative Religions investigates the impact of world religions. Focus will include the theological, ethical, philosophical, historical, psychological, and sociological impact on society. Religions to be included are Hinduism, Buddhism, Taoism, Confucianism, Shintoism, Judaism, Christianity, and Islam.
(Textbook: *Experiencing World's Religions: Traditions, Challenges & Change*; Publisher: McGraw Hill; ISBN: 0072980788)

SOC 371-372 45.09100 Prerequisite: None Credit: 1
U.S. and World Affairs Grade Level: 10 – 12 Status: Elective
U.S. and World Affairs analyzes selected geographic, cultural, economic, political, and historical patterns in post WWII Europe, Middle East, Asia, Oceania, Africa, and the Americas. Emphasis is on the global economy, terrorism, multi-national organizations, and the effects of population growth and density on the world community. This course prepares students interested in law, government, and international studies.
(Textbook: *America Pathways to the Present, Modern Edition*; Publisher: Prentice Hall; ISBN: 0131815474)

SOC 375 45.07110 Prerequisite: None Credit: 1/2
World Geography Grade Level: 9-12 Status: Elective
The student will investigate geographic concepts, physical phenomena and the relationship of people to their environment. Instruction will use the geographic themes of regions, location, place, relationships within places and movement to understand the nature of an interdependent world. There is a strong emphasis on map and globe skills. Investigates regions of the world and how these regions influence the historical, economical, political and cultural development in an interdependent world. Includes geographic concepts, physical phenomena and the relationship of people to their environment. Includes environmental issues and decision-making skills. Covers regions, location (position on earth's surface), place (physical and human characteristics), relationships within places and movement (human interaction on the earth).
(Textbook: *Building a Global Perspective*; Publisher: Prentice Hall; ISBN: 0131817078)

SOC 403-404 45.07700 Prerequisite: None Credit: 1
AP Human Geography Grade Level: 9-12 Status: Elective
Conforms to the College Board topics for Advanced Placement Human Geography. The purpose of this course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.
(Textbook: *The Cultural Landscape: An Intro. to Human Geography*; Publisher: Prentice Hall; ISBN: 0131429396)

SOC 405-406 45.08200 Prerequisite: None Credit: 1
AP United States History Grade Level: 11 Status: Core/Elective
Substitute: SOC 301-302
AP U.S. History is an in depth study beginning with the founding fathers, American Revolution, constitutional period, antebellum era, and the Civil War and Post Reconstruction Era. It includes industrialization, the wars in which the U.S. was involved as well as the changing political, economic, social, and contemporary issues.
(Textbook: *America Past and Present*; Publisher: Prentice Hall; ISBN: 0321243803)

SOC 407-408 45.08110 Prerequisite: None Credit: 1
AP World History Grade Level: 10 Status: Core/Elective
Substitute: SOC 311-312
Conforms to the prescribed College Board topics and examination. This course includes the study of cultural, political, social and economic history along with institutional and technological precedents that, along with geography, set the human stage. Research and writing skills are stressed in this course.
(Textbook: *The Earth and Its People, 4th Edition*; Publisher: Houghton Mifflin; ISBN: 9780618771486)

SOC 409-410	45.05200	Prerequisite: None	Credit: 1
<u>AP Government/Politics: US</u>		Grade Level: 9-12	Status: Core/Elective
			Substitute: SOC 303

Conforms to the prescribed College Board topics and examination. This course 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. (This course may be substituted for the required course SOC303-American Government.

(Textbook: *Government in America*; Publisher: Pearson Education; 0131347608)

SOC 411-412	45.08400	Prerequisite: None	Credit: 1
<u>AP European History</u>		Grade Level: 10-12	Status: Elective

AP European History is a course designed to explore the nature and characteristics of European History beginning with the Greco-Roman period and ending in the present. Studying the intellectual, cultural, economic and political life of Europe helps students understand the important issues of today.

(Textbook: *The Western Heritage Since 1300*; Publisher: Prentice Hall; ISBN: 0131838180)

SOC 419-420	45.01600	Prerequisite: None	Credit: 1
<u>Advanced Placement Psychology</u>		Grade level: 10-12	Status: Elective

A.P. Psychology is an advanced study of human behavior. Course topics include biological bases of Behavior, states of consciousness, motivation and emotion, testing and individual differences, abnormal psychology and treatment of psychological disorders. A Psychology background can help students understand human nature and the ways in which we think and act.

(Textbook: *Meyer's Psychology*; Publisher: Worth; ISBN: 071670675X)

ACADEMIC PREPARATION

HST 201-202	35.06700	Prerequisite: None	Credit: ½ per semester
	35.06800	Grade Level: 9	Status: Elective

High School Transition / Tools for Success

Students will improve their academic success through study skills instruction based on the four core curriculum areas. Course goals include improving study and organizational skills, improving time-management skills, learning techniques to improve reading proficiency and critical analysis, and developing information processing skills by studying various examples of data presentation, e.g. essays, graphs, charts, and maps. They will also develop vocabulary related to the core subject areas, take effective notes, develop sound research skills, develop writing skills, interpret current world events and issues, and remain up-to-date on consumer information.

PHYSICAL EDUCATION

(COURSES MAY BE TAKEN FOR ONE SEMESTER ONLY)

PEH 201 (Required) <u>Personal Fitness</u>	36.05100	Prerequisite: None Grade Level: 9-12	Credit: 1/2 Status: Core
<p>This course is a state graduation requirement. It will include a fitness course which promotes, develops, and maintains personal fitness throughout life. (Textbook: <i>Foundations of Personal Fitness</i>; Publisher: West; ISBN: 0314084657)</p>			
PEH 213-214 <u>Weight Training</u>	36.05400	Prerequisite: None Grade Level: 9-12	Credit: ½ per semester Status: Elective
<p>This beginning weight training class is designed for students interested in improving their personal fitness, body build, strength, and endurance. This course includes a prescribed running program for the development of cardiovascular endurance and the development of weight-lifting techniques, as well as safety factors and the values of weight-training. Students work on individual goals.</p>			
PEH 217 -218 <u>Advanced Weight Training</u>	36.06400	Prerequisite: PEH 216 Grade level: 10-12	Credit: ½ per semester Status: Elective
<p>This advanced weight training class is designed for students interested in improving their personal fitness, body build, strength, and endurance. This course includes a prescribed running program for the development of cardiovascular endurance and the development of skills in weight-lifting techniques, as well as safety factors and the values of weight-training. Students work on individual goals.</p>			
PEH 221-222 <u>Introductory Lifetime Sports</u>	36.02200	Prerequisite: None Grade Level: 9-12	Credit: ½ per semester Status: Elective
<p>This course will emphasize tennis for beginning and intermediate students and other lifetime sports, such as bowling, golf, or badminton. Fundamental skills, strategy, rules and etiquette are also included.</p>			
PEH 223-224 <u>Intermediate Lifetime Sports</u>	36.03200	Prerequisite: PEH 222 Grade Level: 10-12	Credit: ½ per semester Status: Elective
<p>This class is designed to allow students to enhance the areas of their tennis game and other lifetime sports where they need to improve. It includes intermediate skills and strategies of the game and class competition.</p>			
PEH 225-226 <u>Advanced Lifetime Sports</u>	36.04200	Prerequisite: PEH 224 Grade Level: 10-12	Credit: ½ per semester Status: Elective
<p>This class is designed to allow students to refine the areas of their tennis game and other lifetime sports where they need to improve. It includes advanced skills of the game and class competition and technical aspects of the sports.</p>			
PEH 230-231 <u>General Physical Education I</u>	36.01100	Prerequisite: PEH 201 Grade Level: 9-12	Credit: ½ per semester Status: Elective
<p>This course is designed for students interested in improving their physical fitness and team sport skills and will emphasize basketball. Students will participate individually and as team members. Emphasis will be on cardiovascular endurance, flexibility, shooting, dribbling, ball handling, and defensive skills. 20</p>			
PEH 232-233 <u>General Physical Education II</u>	36.01200	Prerequisite: PEH 231 Grade Level: 9-12	Credit: ½ per semester Status: Elective
<p>This course is designed for students interested in improving their physical fitness and team sport skills and will emphasize basketball. Students will participate individually and as team members. Emphasis will be on cardiovascular endurance, flexibility, shooting, dribbling, ball handling, and defensive skills.</p>			
PEH 240 (Required) <u>Health and Safety</u>	17.01100	Prerequisite: None Grade Level: 9-12	Credit: 1/2 Status: Core
<p>The course is designed for students as a reinforcement of appropriate health habits. An emphasis will be placed on typical health-related topics, such as stress, adolescent changes, nutrition, substance abuse, disease, and safety. This class will include the Alcohol and Drug Program (ADAP). (Textbook: <i>Health: A Guide to Wellness</i> (2001); Publisher: Glencoe; ISBN: 0078213673)</p>			
PEH 241 <u>First Aid & Safety</u>	17.01300	Prerequisite: PEH 240 Grade Level: 10-12	Credit: 1/2 Status: Elective
<p>This course is designed to teach the student to give prompt medical aid in emergency situations. The student will also recognize various vital signs. The course will be broken into four parts: Vital Signs I, Vital Signs II, First Aid, and Cardiopulmonary Resuscitation. Certification may be offered in any of the four areas..</p>			

PEH 251-252 <u>Introductory Team Sports</u>	36.02100	Prerequisite: None Grade Level: 9-12	Credit: ½ per semester Status: Elective
This course is designed for students interested in improving their skills and knowledge of volleyball and basketball. It will , include officiating, strategy and safety as related to game conditions. Emphasis will be placed on basic skills for the novice to advanced skills for those wanting to pursue team sports on a higher level.			
PEH 260-261 <u>Physical Conditioning</u>	36.05200	Prerequisite: PEH 201 Grade Level: 9-12	Credit: ½ per semester Status: Elective
This is a course designed to achieve physical fitness through a variety of activities, including walking, to enhance flexibility, muscular strength and endurance, cardiovascular endurance and body composition.			
PEH 270-271 <u>General Physical Education III</u>	36.01300	Prerequisite: None Grade Level: 9-12	Credit: ½ per semester Status: Elective
This course is designed for students wanting to expand their basic skills in softball and volleyball. Rules, history, etiquette, and game play are also included.			
PEH 282-283 <u>General Physical Education IV</u>	36.01400	Prerequisite: None Grade Level: 9-12	Credit: ½ per semester Status: Elective
This course is for students who want to expand their skills in basketball and football. This course will teach skills, rules, and etiquette. Students will participate as team members and as individuals.			
PEH 284-285 <u>Advanced Personal Fitness</u>	36.06100	Prerequisite: PEH 201 Grade Level: 10-12	Credit: ½ per semester Status: Elective
This course is designed for students interested in improving their overall physical condition and experience in athletics. It is especially designed for the students who are more advanced in skills, knowledge, and coordination and who are serious about improving their skills and gaining experience in their game.			
PEH 286-287 <u>Advanced Physical Conditioning</u>	36.06200	Prerequisite: PEH 285 Grade Level: 10-12	Credit: ½ per semester Status: Elective
This course is designed for students interested in improving their overall experience in the sports of basketball, weight training, track and field, baseball and football. It is especially designed for the students who are more advanced in skills, knowledge, and coordination and who are serious about improving their skills and gaining experience in their game.			
PEH 290-291 <u>Aerobic Dance</u>	36.05300	Prerequisite: None Grade Level: 9-12	Credit: ½ per semester Status: Elective
Provides opportunities to perform choreographic routines to music and to increase strength, cardiovascular and muscular endurance and flexibility. Includes fitness concepts for developing healthy, lifelong habits.			
PEH 292-293 <u>Intermediate Aerobic Dance</u>	36.05700	Prerequisite: PEH 290-291 Grade Level: 10-12	Credit: ½ per semester Status: Elective
PEH 294-295 <u>Advanced Aerobic Dance</u>	36.06300	Prerequisite: PEH 292-293 Grade Level: 11-12	Credit: ½ per semester Status: Elective
PEH 296-297 <u>Rhythmics and Dance</u>	36.02600	Prerequisite: None Grade Level: 9-12	Credit: ½ per semester Status: Elective
Introduces level, range, force and focus in the exploration of space through music and dance; may include creative and expressive dance, folk and ethnic dance, ballroom dance, and square dance or experiences developing fitness and the ability to synchronize movement with musical structure.			

MODERN LANGUAGES AND LATIN

NOT ALL MODERN LANGUAGES AND LATIN ARE OFFERED AT EACH HIGH SCHOOL. THE SCHOOLS IN WHICH EACH LANGUAGE IS CURRENTLY TAUGHT ARE AS FOLLOWS:

EVANS- FRENCH, SPANISH
GROVETOWN-FRENCH, SPANISH
LAKESIDE- FRENCH, LATIN, SPANISH

GREENBRIER- FRENCH, SPANISH
HARLEM- FRENCH, SPANISH

MLA 331-332 60.01100 Prerequisite: None Credit: 1
French I Grade Level: 9-12 Status: College Prep Core
Students will be introduced to the French language and to the francophone people by means of textbooks, films, and extra- curricular activities. Proficiency in the integrated skills of listening, speaking, reading, and writing will be emphasized. Students will learn questions and expressions necessary to function in a French-speaking environment.

(Textbook: *C'est a Toi! Level 1*; Publisher: EMC; ISBN: 0821922556)

MLA 333-334 60.01200 Prerequisite: FLA 332 Credit: 1
French II Grade Level: 10-12 Status: College Prep Core
Continued mastery of grammatical structures in both the spoken and written work is emphasized in French II. Increased vocabulary skills, translation skills and continued study of French civilization will be stressed. Students will be exposed to a variety of native French speakers by the use of tapes. The students will feel increasingly comfortable in using the spoken language. They will develop vocabulary skills by the use of related word studies.

(Textbook: *C'est a Toi! Level 2*; Publisher: EMC; ISBN: 0821922572)

MLA 335-336 60.01300 Prerequisite: FLA 334 Credit: 1
French III Grade Level: 11-12 Status: Elective
The learners will become increasingly adept at both speaking and understanding French. More advanced grammatical structures will be mastered. Compositions will be used to increase written skills. Translations of major French authors will be undertaken and both speaking and reading vocabularies will be increased.

(Textbook: *C'est a Toi! Level 3*; Publisher: EMC; ISBN: 0821922599)

MLA 337-338 60.01400 Prerequisite: FLA 336 Credit: 1
French IV Grade Level: 11-12 Status: Elective
Students will continue to build skills to an advanced level of oral and written comprehension. There will be increased interpretation of literature and extensive use of more complex grammatical concepts.

(Textbook: *C'est a Toi! Level 3*; Publisher: EMC; ISBN: 0821922599)

(Textbook: *Moments Littéraires*; Publisher: DC Heath; ISBN: 066921521X)

MLA 339-340 60.01500 Prerequisite: FLA 338 Credit: 1
French V Grade Level: 12 Status: Elective
Students will continue to build skills to an advanced level of oral and written comprehension. There will be increased interpretation of literature and extensive use of more complex grammatical concepts.

(Textbook: TBA)

MLA 437-438 60.01700 Prerequisite: FLA 336 Credit: 1
Advanced Placement French Language Grade Level: 10-12 Status: Elective
The AP French Language course is designed to be comparable to advanced level (fifth- and sixth-semester or the equivalent) college/university French language courses. It encompasses advanced aural/oral skills, reading comprehension, complex grammar, and composition. The use of French for active communication will be emphasized. Extensive training in the organization and writing of compositions is an integral part of this course. The intellectual interests shared by the students and teacher (the arts, history, current events, literature, culture, etc.) may be reflected in the course content.

(Textbook: *C'est a Toi! Level 3*; Publisher: EMC; ISBN: 0821922599)

(Textbook: *Moments Littéraires*; Publisher: DC Heath; ISBN: 066921521X)

MLA 341-342 60.07100 Prerequisite: None Credit: 1
Spanish I Grade Level: 9-12 Status: College Prep Core
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.

(Textbook: *Navegando, Level 1*; Publisher: EMC; ISBN: 0821927981)

MLA 343-344 <u>Spanish II</u>	60.07200	Prerequisite: FLA 342 Grade Level: 10-12	Credit: 1 Status: College Prep Core
Spanish II will be a continuation of those aims outlined in Spanish I with a greater emphasis on speaking skills, reading comprehension, listening comprehension, and writing skills. Those tenses not covered in Spanish I such as preterite, imperfect, future, conditional, present perfect, and imperative as well as more advanced grammar will be studied. A study of Central and South America, Spain, Mexico the Caribbean will be included. (Textbook: <i>Navegando, Level 2</i> ; Publisher: EMC; ISBN: 0821928392)			
MLA 345-346 <u>Spanish III</u>	60.07300	Prerequisite: FLA 344 Grade Level: 10-12	Credit: 1 Status: Elective
Spanish III is a continuation of Spanish II with greater emphasis on the use of the language with speaking, listening, writing and reading skills. There are still grammar points to be covered, but not as many as Spanish I or Spanish II. The present subjunctive will be thoroughly studied along with other advanced grammar points. More vocabulary and verbs will be introduced. The student will read stories, write papers and participate in oral practice. (Textbook: <i>Navegando, Level 3</i> ; Publisher: EMC; ISBN: 0821928643)			
MLA 347-348 <u>Spanish IV</u>	60.07400	Prerequisite: FLA 346 Grade Level: 11-12	Credit: 1 Status: Elective
Spanish IV is a continuation of Spanish III with emphasis on speaking, listening, writing and reading skills. All grammar points and vocabulary from previous years will be reviewed. This course 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. A study of prominent native painters, writers and poets will be included. (Textbook: <i>Abriendo Paso Lectura</i> ; Publisher: Prentice Hall; ISBN: 083841774) (Textbook: <i>Abriendo Paso Gramatica</i> ; Publisher: Prentice Hall; ISBN: 0838426247) (Textbook: <i>Adventuras Literarias</i> ; Publisher: Houghton Mifflin College; ISBN: 0618220836) (Textbook: <i>Galeria de Arte y Vida</i> ; Publisher: Glencoe McGraw Hill; ISBN: 0026765950)			
MLA 447-448 <u>Advanced Placement Spanish</u>	60.07700	Prerequisite: FLA 346 Grade Level: 10-12	Credit: 1 Status: Elective
The AP Spanish Language course is designed to be comparable to advanced level (fifth- and sixth-semester or the equivalent) college/university Spanish language courses. It encompasses aural/oral skills, reading comprehension, complex grammar, and composition. The use of Spanish for active communication will be emphasized. Extensive training in the organization and writing of compositions is an integral part of this course. The intellectual interests shared by the students and teacher (the arts, history, current events, literature, culture, etc.) may be reflected in the course content. (Textbook: <i>Abriendo Paso Lectura</i> ; Publisher: Prentice Hall; ISBN: 083841774) (Textbook: <i>Abriendo Paso Gramatica</i> ; Publisher: Prentice Hall; ISBN: 0838426247) (Textbook: <i>Adventuras Literarias</i> ; Publisher: Houghton Mifflin College; ISBN: 0618220836) (Textbook: <i>Galeria de Arte y Vida</i> ; Publisher: Glencoe McGraw Hill; ISBN: 0026765950)			
LLA 301-302 <u>Latin I</u>	61.04100	Prerequisite: None Grade Level: 9-12	Credit: 1 Status: College Prep Core
Students (9-12) are introduced to the terminology peculiar to Latin grammar and to elementary Latin grammar itself. They also begin reading and translating Latin prose and are introduced to Roman history and culture. Much emphasis is placed on Latin vocabulary and English derivatives. Students continue to expand their knowledge of basic Latin grammar, Roman civilization, Latin vocabulary and English derivatives. They also begin translating advanced texts. (Textbook: <i>Latin for Americans, Level 1</i> ; Publisher: Glencoe; ISBN: 007828175X)			
LLA 303-304 <u>Latin II</u>	61.04200	Prerequisite: FLA 302 Grade Level: 10-12	Credit: 1 Status: College Prep Core
Students rapidly review first year grammar. They study advanced grammatical constructions. They expand their Latin vocabulary and knowledge of English derivatives. They learn to translate advanced texts and continue to study Roman history and civilization, often by concentrating on Caesar or another appropriate Latin author. Readings in Latin prose and poetry are offered. Advanced grammatical items like the supine and the minor uses of the genitive, dative and ablative cases are dealt with as they are encountered in the readings. Much emphasis is put upon the students' ability to recognize indirect statement, the passive periphrastic and the various subjunctive uses, and to translate these constructions correctly. (Textbook: <i>Latin for Americans, Level 2</i> ; Publisher: Glencoe; ISBN: 0078281768)			

LLA 305-306	61.04300	Prerequisite: FLA 304	Credit: 1
<u>Latin III</u>		Grade Level: 11-12	Status: Elective

This course is a reading of original text in conjunction with whatever historical and rhetorical material is pertinent. Emphasis is on reviewing advanced grammar and on irregular verb and case forms (as frequently found in Latin poetry.) Roman history is studied, as it relates to the text. Vergil or Cicero will be studied, but the actual selections may vary. The main emphasis second semester is placed on learning advanced Latin vocabulary. The meters of Latin poetry, especially the dactylic hexameter are to be studied and various poetic verses scanned for practice. Irregular case and verb forms are also explained and discussed as encountered. (Textbook: *Latin for Americans, Level 3*; Publisher: Glencoe; ISBN: 0078281784)

FINE ARTS

Students may not take the second semester portion of a course without having passed the first semester.

VISUAL ARTS

ART 291-292	50.02110	Prerequisite: None	Credit: 1
<u>Visual Arts/Comprehensive I</u>		Grade Level: 9-12	Status: Elective

This is a hands-on class that introduces art history, art criticism, aesthetic judgment and studio production; emphasizes the ability to understand and use the elements of art and principles of design through a variety of media, processes and visual resources; and explores master artworks for historical and cultural significance.

ART 293-294	50.02120	Prerequisite: Recommendation	Credit: 1
<u>Visual Arts/Comprehensive II</u>		Grade Level: 10-12	Status: Elective

This course enhances skills in art production, art history, and aesthetic judgment. It provides opportunities for in-depth application of the elements of art and principles of design in two-and three-dimensional art media and processes. Investigates master art works to increase awareness and to examine the role of art and the artists in past and contemporary societies.

ART 295-296	50.02130	Prerequisite: Recommendation	Credit: 1
<u>Visual Arts/Comprehensive III</u>		Grade Level: 11-12	Status: Elective

This course focuses on drawing and painting techniques using various media. Students will become familiar with the works of master artists by exploring different styles and historical periods. It examines solutions to problem solving and stresses idea development through two-and three-dimensional student works.

ART 297-298	50.02140	Prerequisite: Recommendation	Credit: 1
<u>Visual Arts/Comprehensive IV</u>		Grade Level: 11-12	Status: Elective

This course is for the dedicated art student, providing in-depth experiences in series building, critical analysis of contemporary works, and individual portfolio development.

ART 281-282	50.09110	Prerequisite: None	Credit: 1
<u>Art History and Criticism I</u>		Grade Level: 9-12	Status: Elective

This course is broken down into two semesters; students may take one or both. First semester students will learn to analyze and appreciate works of art (paintings, sculpture, and architecture) from 20th Century Modern Art to Realism (1850). Second semester (B) students will study works from Romanticism (1850) to the earliest evidence of art. No prior art experience is necessary. Students will focus on studying art with some hands-on studio experiences.

ART 241-242	50.07110	Prerequisite: ART 291-292	Credit: 1
<u>Photography I</u>		Grade Level: 10-12	Status: Elective

This course introduces photography as an art form through 35mm and digital explorations. It covers the historical development of photography and photographic design and its cultural influences. Students are introduced to the basics of both traditional (darkroom) and digital photography with a strong emphasis on safe use of photographic materials and equipment.

ART 243-244	50.07120	Prerequisite: Recommendation	Credit: 1
<u>Photography II</u>		Grade Level: 10-12	Status: Elective

This course enhances level-one skills and provides students opportunities to apply photographic design methods and explore photography and photographers for historical and critical appraisal.

ART 245-246 <u>Photography III</u>	50.07130	Prerequisite: Recommendation Grade Level: 11-12	Credit: 1 Status: Elective
This course provides serious photography students an opportunity to explore advanced and experimental processes while continuing to study photography and photographers for historical and critical appraisal.			
ART 247-248 <u>Photography IV</u>	50.07140	Prerequisite: Recommendation Grade Level: 12	Credit: 1 Status: Elective
This course provides advanced photography students an opportunity to develop an in-depth portfolio while studying the work and techniques of contemporary photographers.			
ART 251-252 <u>Ceramics/Pottery I</u>	50.04110	Prerequisite: Recommendation Grade Level: 9-12	Credit: 1 Status: Elective
This course provides opportunities to apply design techniques in clay through hand-building and/or other wheel throwing techniques. It covers styles of ceramic works from western and non-western cultures.			
ART 253-254 <u>Ceramics/Pottery II</u>	50.04120	Prerequisite: Recommendation Grade Level: 10-12	Credit: 1 Status: Elective
This course presents ceramic/pottery forms as art and craft in historical context. It explores ideas and questions about purposes and functions of ceramic forms, past and present.			
ART 255-256 <u>Ceramics/Pottery III</u>	50.04130	Prerequisite: Recommendation Grade Level: 11-12	Credit: 1 Status: Elective
This course allows students to enhance their knowledge and skills in the media.			
ART 257-258 <u>Ceramics/Pottery IV</u>	50.04140	Prerequisite: Recommendation Grade Level: 12	Credit: 1 Status: Elective
This course allows students to enhance their knowledge and skills in the media.			
ART 271-272 <u>Applied Design I</u>	50.04310	Prerequisite: Recommendation Grade Level: 10-12	Credit: 1 Status: Elective
This course emphasizes design elements and principles in the production of art products such as advertisements, graphic designs, logos and product designs. The student will investigate the use of the computer and its influence on and role in creating contemporary designs.			
ART 273-274 <u>Applied Design II</u>	50.04320	Prerequisite: Recommendation Grade Level: 11-12	Credit: 1 Status: Elective
This course enhances level 1 skills and provides the students additional opportunities to explore the use of computers to create contemporary designs.			
ART 275-276 <u>Applied Design III</u>	50.04330	Prerequisite: Recommendation Grade Level: 10-12	Credit: 1 Status: Elective
This course provides the dedicated graphic design student the opportunity to continue exploration of the media.			
ART 401-402 <u>AP Studio: Drawing</u>	50.08110	Prerequisite: Recommendation Grade Level: 10-12	Credit: 1 Status: Elective
AP Studio Drawing Portfolio is designed for students who are seriously interested in the practical experience of art. AP scoring in this area is not based on a written examination; instead, students submit portfolios for evaluation at the end of the school year. AP Art students spend one or more years studying master works, exploring techniques and creating and analyzing exemplary works based on guidelines established by the College Board.			
ART 403-404 <u>AP Studio: 2D Portfolio</u>	50.08130	Prerequisite: Recommendation Grade Level: 10-12	Credit: 1 Status: Elective
AP Studio 2D Portfolio is designed for students who are seriously interested in the practical experience of art. AP scoring in this area is not based on a written examination; instead, students submit portfolios for evaluation at the end of the school year. AP Art students spend one or more years studying master works, exploring techniques and creating and analyzing exemplary works based on guidelines established by the College Board.			
ART 405-406 <u>AP Studio 3D Portfolio</u>	50.08140	Prerequisite: Recommendation Grade Level: 10-12	Credit: 1 Status: Elective
AP Studio 3D Portfolio is designed for students who are seriously interested in the practical experience of art. AP scoring in this area is not based on a written examination; instead, students submit portfolios for evaluation at the end of the school year. AP Art students spend one or more years studying master works, exploring techniques, and creating and analyzing exemplary works based on guidelines established by the College Board.			

ART 411-412 50.09210 Prerequisite: Recommendation Credit: 1
Advanced Placement History of Art Grade Level: 11-12 Status: Elective
This course is a college level academic class that teachers students to look at works of art critically by analyzing painting, sculpture, architecture, and other forms from Paleolithic to Contemporary art within historical and cultural settings. No prior experience in the history of art or art production is necessary. The course further develops reading, discussion, note-taking, slide-viewing, and critical writing skills

BAND

MUS 201-202	53.03710	Prerequisite: None	Credit: 1
<u>Intermediate Band I</u>		Grade Level: 9-12	Status: Elective
MUS 203-204	53.03720	Prerequisite: None	Credit: 1
<u>Intermediate Band II</u>		Grade Level: 10-12	Status: Elective
MUS 205-206	53.03730	Prerequisite: None	Credit: 1
<u>Intermediate Band III</u>		Grade Level: 11-12	Status: Elective
MUS 207-208	53.03740	Prerequisite: None	Credit: 1
<u>Intermediate Band IV</u>		Grade Level: 12	Status: Elective

The concert band enhances beginning skills and provides opportunities to continue development of performance skills on a wind or percussion instrument. They continue emphasis on performance, production, analysis and appreciation of music. Participation in Marching Band is required. They stress individualized learning and group experiences.

MUS 211-212	53.03810	Prerequisite: Audition	Credit: 1
<u>Advanced Band I</u>		Grade Level: 9-12	Status: Elective
MUS 213-214	53.03820	Prerequisite: Audition	Credit: 1
<u>Advanced Band II</u>		Grade Level: 10-12	Status: Elective
MUS 215-216	53.03830	Prerequisite: Audition	Credit: 1
<u>Advanced Band III</u>		Grade Level: 11-12	Status: Elective
MUS 217-218	53.03840	Prerequisite: Audition	Credit: 1
<u>Advanced Band IV</u>		Grade Level: 12	Status: Elective

The symphonic band provides opportunities for intermediate-level students to increase, develop and refine performance skills on a wind or percussion instrument. They continue emphasis on performance, production, analysis and appreciation of music. Participation in Marching Band is required. They stress individualized learning and group experiences.

MUS 221-222	53.07510	Prerequisite: Audition	Credit: 1
<u>Intermediate Instrumental Ensemble I</u>		Grade Level: 9-12	Status: Elective
MUS 223-224	53.07520	Prerequisite: Audition	Credit: 1
<u>Intermediate Instrumental Ensemble II</u>		Grade Level: 10-12	Status: Elective
MUS 225-226	53.07530	Prerequisite: Audition	Credit: 1
<u>Intermediate Instrumental Ensemble III</u>		Grade Level: 11-12	Status: Elective
MUS 227-228	53.07540	Prerequisite: Audition	Credit: 1
<u>Intermediate Instrumental Ensemble IV</u>		Grade Level: 12	Status: Elective

The symphonic band II offers advanced-level performers an alternative ensemble experience to large band and orchestra. They emphasize the performance style and literature of the instruments chamber group medium. They include brass, woodwind, percussion, and string ensembles. They cover performance and production analysis and theoretical studies, creative aspects of music, historical and culture influences and music appreciation. Participation in Marching Band is a requirement.

MUS 231-232	53.07610	Prerequisite: Audition	Credit: 1
<u>Advanced Instrumental Ensemble I</u>		Grade Level: 9-12	Status: Elective
MUS 233-234	53.07620	Prerequisite: Audition	Credit: 1
<u>Advanced Instrumental Ensemble II</u>		Grade Level: 10-12	Status: Elective
MUS 235-236	53.07630	Prerequisite: Audition	Credit: 1
<u>Advanced Instrumental Ensemble III</u>		Grade Level: 11-12	Status: Elective
MUS 237-238	53.07640	Prerequisite: Audition	Credit: 1
<u>Advanced Instrumental Ensemble IV</u>		Grade Level: 12	Status: Elective

The wind ensemble courses offer advanced-level performers an alternative ensemble experience to large band and orchestra. They emphasize the performance style and literature of the instrumental chamber group medium. They include brass, woodwind, percussion and string ensembles. They cover performance and production, analysis and theoretical studies, creative aspects of music, historical and culture influences and music appreciation. Participation in Marching Band is a requirement.

MUS 241-242 <u>Intermediate Jazz I</u>	53.06510	Prerequisite: None Grade Level: 9-12	Credit: 1 Status: Elective
MUS 243-244 <u>Intermediate Jazz II</u>	53.06520	Prerequisite: MUS 242 Grade Level: 10-12	Credit: 1 Status: Elective
MUS 245-246 <u>Intermediate Jazz III</u>	53.06530	Prerequisite: MUS 244 Grade Level: 11-12	Credit: 1 Status: Elective
MUS 247-248 <u>Intermediate Jazz IV</u>	53.06540	Prerequisite: MUS 246 Grade Level: 12	Credit: 1 Status: Elective

These courses offer opportunities for intermediate-level performers to increase performance skills and knowledge on instruments or voice in a jazz idiom. They cover performance and production, analysis and theoretical studies, historical and culture contributions and influences, creative aspects of music including improvisation and composition, and appreciation of music. They emphasize jazz as an indigenous American Form and a major component of our cultural heritage. Participation in Marching Band is a requirement.

MUS 251-252 <u>Advanced Jazz I</u>	53.06610	Prerequisite: None Grade Level: 9-12	Credit: 1 Status: Elective
MUS 253-254 <u>Advanced Jazz II</u>	53.06620	Prerequisite: MUS 252 Grade Level: 10-12	Credit: 1 Status: Elective
MUS 255-256 <u>Advanced Jazz III</u>	53.06630	Prerequisite: MUS 254 Grade Level: 11-12	Credit: 1 Status: Elective
MUS 257-258 <u>Advanced Jazz IV</u>	53.06640	Prerequisite: MUS 256 Grade Level: 12	Credit: 1 Status: Elective

These courses offer opportunities for advance leveled performers to increase performance skills and knowledge on instruments or voice in a jazz idiom. They cover performance and production, analysis and theoretical studies, historical and culture contributions and influences, creative aspects of music including improvisation and composition, and appreciation of music. They emphasize jazz as an indigenous American Form and a major component of our cultural heritage. Participation in Marching Band is a requirement.

MUS 291-292 <u>Music Appreciation I</u>	53.01400	Prerequisite: None Grade Level: 9-12	Credit: 1 Status: Elective
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This course introduces production and performance. It covers terminology and idioms, elements of music, perceptive listening and attitudes and appreciation. It stresses the ability to speak and write about music.

MUS 293-294 <u>Music Theory & Composition</u>	53.02100	Prerequisite: None Grade Level: 10-12	Credit: 1 Status: Elective
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This is an in-depth analysis of the principles of theory involving a study of harmony, form, and composition.

MUS 295-296 <u>Introduction to Music Technology</u>	53.02210	Prerequisite: None Grade Level: 10-12	Credit: 1 Status: Elective
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This course explores sound creation using music technology. Students will create original compositions and produce varied musical selections using technology. Students will utilize Internet resources with MIDI and digital instruments.

MUS 297-298 <u>Guitar Techniques I</u>	53.08410	Prerequisite: None Grade: 9-12	Credit: 1 Status: Elective
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This course introduces basic guitar techniques. It covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Provides an individualized setting.

MUS 299-300 <u>Guitar Techniques II</u>	53.08420	Prerequisite: MUS 298 Grade: 10-12	Credit: 1 Status: Elective
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This course enhances level-one skills and provides further opportunities for individualized study in basic guitar techniques. It covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music.

MUS 409-410 <u>Advanced Placement Music Theory</u>	53.02300	Prerequisite: Basic Theory Knowledge Grade Level: 9-12	Credit: 1 Status: Elective
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The ultimate goal of the AP Music Theory course is to develop the student's ability to recognize, understand, and describe the basic materials and processes of music. The student will develop composition, aural, analytical, and performance skills. The course is designed for students who are seriously interested in studying music theory. TEACHER APPROVAL/RECOMMENDATION

CHORUS

CRS 201-202	54.02410	Prerequisite: None	Credit: 1
<u>Beginning Women's Chorus I</u>		Grade Level: 9-12	Status: Elective
CRS 203-204	54.02420	Prerequisite: CRS 202	Credit: 1
<u>Beginning Women's Chorus II</u>		Grade Level: 10-12	Status: Elective
CRS 205-206	54.02430	Prerequisite: CRS 204	Credit: 1
<u>Beginning Women's Chorus III</u>		Grade Level: 11-12	Status: Elective
CRS 207-208	54.02440	Prerequisite: CRS 206	Credit: 1
<u>Beginning Women's Chorus IV</u>		Grade Level: 12	Status: Elective

This is a beginning choir for activities to include participation in all concerts and performances by the choir and any special projects undertaken by the choir. The choir may participate in at least one festival each year. Students will have the opportunity to participate in all-state and solo/ensemble festivals.

CRS 211-212	54.02710	Prerequisite: None	Credit: 1
<u>Beginning Men's Chorus I</u>		Grade Level: 9-12	Status: Elective
CRS 213-214	54.02720	Prerequisite: CRS 212	Credit: 1
<u>Beginning Men's Chorus II</u>		Grade Level: 10-12	Status: Elective
CRS 215-216	54.02730	Prerequisite: CRS 214	Credit: 1
<u>Beginning Men's Chorus III</u>		Grade Level: 11-12	Status: Elective
CRS 217-218	54.02740	Prerequisite: CRS 216	Credit: 1
<u>Beginning Men's Chorus IV</u>		Grade Level: 12	Status: Elective

This is a beginning choir for activities to include participation in all concerts and performances by the choir and any special projects undertaken by the choir. The choir may participate in at least one festival each year. Students will have the opportunity to participate in all-state and solo/ensemble festivals.

CRS 221-222	54.02110	Prerequisite: None	Credit: 1
<u>Beginning Mixed Chorus I</u>		Grade Level: 9-12	Status: Elective
CRS 223-224	54.02120	Prerequisite: CRS 222	Credit: 1
<u>Beginning Mixed Chorus II</u>		Grade Level: 10-12	Status: Elective
CRS 225-226	54.02130	Prerequisite: CRS 224	Credit: 1
<u>Beginning Mixed Chorus III</u>		Grade Level: 11-12	Status: Elective
CRS 227-228	54.02140	Prerequisite: CRS 226	Credit: 1
<u>Beginning Mixed Chorus IV</u>		Grade Level: 12	Status: Elective

This is a beginning choir for activities to include participation in all concerts and performances by the choir and any special projects undertaken by the choir. The choir may participate in at least one festival each year. Students will have the opportunity to participate in all-state and solo/ensemble festivals.

CRS 231-232	54.02510	Prerequisite: None	Credit: 1
<u>Intermediate Women's Chorus I</u>		Grade Level: 9-12	Status: Elective
CRS 233-234	54.02520	Prerequisite: CRS 232	Credit: 1
<u>Intermediate Women's Chorus II</u>		Grade Level: 10-12	Status: Elective
CRS 235-236	54.02530	Prerequisite: CRS 234	Credit: 1
<u>Intermediate Women's Chorus III</u>		Grade Level: 11-12	Status: Elective
CRS 237-238	54.02540	Prerequisite: CRS 236	Credit: 1
<u>Intermediate Women's Chorus IV</u>		Grade Level: 12	Status: Elective

This is an intermediate choir for activities to include participation in all concerts and performances by the choir and any special projects undertaken by the choir. The choir may participate in at least one festival each year. Students will have the opportunity to participate in all-state and solo/ensemble festivals.

CRS 241-242	54.02810	Prerequisite: None	Credit: 1
<u>Intermediate Men's Chorus I</u>		Grade Level: 9-12	Status: Elective
CRS 243-244	54.02820	Prerequisite: CRS 242	Credit: 1
<u>Intermediate Men's Chorus II</u>		Grade Level: 10-12	Status: Elective
CRS 245-246	54.02830	Prerequisite: CRS 244	Credit: 1
<u>Intermediate Men's Chorus III</u>		Grade Level: 11-12	Status: Elective
CRS 247-248	54.02840	Prerequisite: CRS 246	Credit: 1
<u>Intermediate Men's Chorus IV</u>		Grade Level: 12	Status: Elective

This is an intermediate choir for activities to include participation in all concerts and performances by the choir and any special projects undertaken by the choir. The choir may participate in at least one festival each year. Students will have the opportunity to participate in all-state and solo/ensemble festivals.

CRS 251-252	54.02210	Prerequisite: None	Credit: 1
<u>Intermediate Mixed Chorus I</u>		Grade Level: 9-12	Status: Elective
CRS 253-254	54.02220	Prerequisite: CRS 252	Credit: 1
<u>Intermediate Mixed Chorus II</u>		Grade Level: 10-12	Status: Elective
CRS 255-256	54.02230	Prerequisite: CRS 254	Credit: 1
<u>Intermediate Mixed Chorus III</u>		Grade Level: 11-12	Status: Elective
CRS 257-258	54.02240	Prerequisite: CRS 256	Credit: 1
<u>Intermediate Mixed Chorus IV</u>		Grade Level: 12	Status: Elective

This is an intermediate choir for activities to include participation in all concerts and performances by the choir and any special projects undertaken by the choir. The choir may participate in at least one festival each year. Students will have the opportunity to participate in all-state and solo/ensemble festivals.

CRS 261-262	54.02610	Prerequisite: None	Credit: 1
<u>Advanced Women's Chorus I</u>		Grade Level: 9-12	Status: Elective
CRS 263-264	54.02620	Prerequisite: CRS 262	Credit: 1
<u>Advanced Women's Chorus II</u>		Grade Level: 10-12	Status: Elective
CRS 265-266	54.02630	Prerequisite: CRS 264	Credit: 1
<u>Advanced Women's Chorus III</u>		Grade Level: 11-12	Status: Elective
CRS 267-268	54.02640	Prerequisite: CRS 266	Credit: 1
<u>Advanced Women's Chorus IV</u>		Grade Level: 12	Status: Elective

This is an auditioned choir for activities to include participation in all concerts and performances by the choir and any special projects undertaken by the choir. The choir may participate in at least one festival each year. Students will have the opportunity to participate in all-state and solo/ensemble festivals.

CRS 271-272	54.02910	Prerequisite: None	Credit: 1
<u>Advanced Men's Chorus I</u>		Grade Level: 9-12	Status: Elective
CRS 273-274	54.02920	Prerequisite: CRS 272	Credit: 1
<u>Advanced Men's Chorus II</u>		Grade Level: 10-12	Status: Elective
CRS 275-276	54.02930	Prerequisite: CRS 274	Credit: 1
<u>Advanced Men's Chorus III</u>		Grade Level: 11-12	Status: Elective
CRS 277-278	54.02940	Prerequisite: CRS 276	Credit: 1
<u>Advanced Men's Chorus IV</u>		Grade Level: 12	Status: Elective

This is an auditioned choir for activities to include participation in all concerts and performances by the choir and any special projects undertaken by the choir. The choir may participate in at least one festival each year. Students will have the opportunity to participate in all-state and solo/ensemble festivals.

CRS 281-282	54.02310	Prerequisite: None	Credit: 1
<u>Advanced Mixed Chorus I</u>		Grade Level: 9-12	Status: Elective
CRS 283-284	54.02320	Prerequisite: CRS 282	Credit: 1
<u>Advanced Mixed Chorus II</u>		Grade Level: 10-12	Status: Elective
CRS 285-286	54.02330	Prerequisite: CRS 284	Credit: 1
<u>Advanced Mixed Chorus III</u>		Grade Level: 11-12	Status: Elective
CRS 287-288	54.02340	Prerequisite: CRS 286	Credit: 1
<u>Advanced Mixed Chorus IV</u>		Grade Level: 12	Status: Elective

This is an auditioned choir for activities to include participation in all concerts and performances by the choir and any special projects undertaken by the choir. The choir may participate in at least one festival each year. Students will have the opportunity to participate in all-state and solo/ensemble festivals.

CRS 409-410	53.02300	Prerequisite: Basic Theory	Credit: 1
<u>Advanced Placement Music Theory</u>		Knowledge	Status: Elective
		Grade Level: 9-12	

The ultimate goal of the AP Music Theory course is to develop the student's ability to recognize, understand, and describe the basic materials and processes of music. The student will develop composition, aural, analytical, and performance skills. The course is designed for students who are seriously interested in studying music theory. **TEACHER APPROVAL/RECOMMENDATION**

DRAMA

FAS 201-202 <u>Dramatic Arts Fundamentals I</u>	52.02100	Prerequisite: None Grade Level: 9-12	Credit: 1 Status: Elective
FAS 203-204 <u>Dramatic Arts Fundamentals II</u>	52.02200	Prerequisite: FAS 202 Grade Level: 10-12	Credit: 1 Status: Elective
These courses develop and apply performance skills through vocal, physical and emotional exercises to include improvisation, scene study, children's theatre, reader's theater, or puppetry.			
FAS 211-212 <u>Dramatic Arts Advanced Drama I</u>	52.05100	Prerequisite: FAS 204 Grade Level: 11-12	Credit: 1 Status: Elective
FAS 213-214 <u>Dramatic Arts Advanced Drama II</u>	52.05200	Prerequisite: FAS 212 Grade Level: 12	Credit: 1 Status: Elective
These courses introduce the advanced acting process, stress developing imagination, observation, concentration powers and self-discipline. They include developing physical and vocal control while transmitting emotions, convictions and ideas. They focus on the historical development of theatre and literature of each period with scene study.			
FAS 221-222 <u>Dramatic Arts Musical Theatre I</u>	52.03100	Prerequisite: None Grade Level: 9-12	Credit: 1 Status: Elective
FAS 223-224 <u>Dramatic Arts Musical Theatre II</u>	52.03200	Prerequisite: FAS 222 Grade Level: 10-12	Credit: 1 Status: Elective
These courses introduce and enhance skills used in the modern musical theatre. They cover production staging, orchestration, voice and dance for planning and staging the musical.			
FAS 231-232 <u>Dramatic Arts Technical Theatre I</u>	52.04100	Prerequisite: None Grade Level: 9-12	Credit: 1 Status: Elective
FAS 233-234 <u>Dramatic Arts Technical Theatre II</u>	52.04200	Prerequisite: FAS 232 Grade Level: 10-12	Credit: 1 Status: Elective
These courses introduce and enhance skills in drafting and set design, lighting, sound, stage and house management, equipment maintenance, and performer and patron relationships.			
FAS 241-242 <u>Dramatic Arts Film, Video and TV I</u>	52.07100	Prerequisite: None Grade Level: 9-12	Credit: 1 Status: Elective
FAS 243-244 <u>Dramatic Arts Film, Video and TV II</u>	52.07200	Prerequisite: FAS 242 Grade Level: 10-12	Credit: 1 Status: Elective
These courses provide an overview of film, television, and video and their relationship to drama and theatre. They also focus on the production of a product in video format.			

CAREER AND TECHNOLOGY EDUCATION COURSE OFFERINGS

	EHS	GHS	GTHS	HHS	LHS
Agribusiness	X	X	X	X	
Automotive Service	X		X	X	
Business/Computer Science	X	X	X	X	X
Broadcasting/Video Production			X		
Construction	X			X	
Cosmetology			X		
Drafting & Design	X	X	X	X	X
Family / Consumer	X	X	X	X	X
Graphic Arts	X				
Healthcare Science	X	X	X	X	X
JROTC	X	X	X	X	X
Metalworking	X		X		
Technology Ed.	X	X		X	X

AGRIBUSINESS AND PRODUCTION TECHNOLOGY

AGR 201-202 **01.43300** **Prerequisite: None** **Credit: 1**
Agribusiness and Technology I **Grade Level: 9-12** **Status: Elective**
 This course introduces students to the broad field of agriculture and develops a basic understanding of the economic and scientific principles upon which the agriculture business is based. It includes basic instruction in technical agriculture, agriscience, agribusiness and personal development. Students will be introduced to the fundamentals of FFA and encouraged to participate in competitive events.
 (Textbooks: Ornamental Horticulture, 3rd ed., Delmar, 0766814173; Introductory Horticulture, 6th ed., Delmar, 0766815676; Agricultural Mechanics, 5th ed., Delmar, 1401859669)

AGR 203-204 **01.43400** **Prerequisite: AGR 202 Preferred** **Credit: 1**
Agribusiness and Technology II **Grade Level: 9-12** **Status: Elective**
 This course provides for continued exploration of agriculture and agricultural occupations while developing entry-level career skills in technical agriculture, agriscience, agribusiness and personal development. Students will be introduced to the fundamentals of FFA and encouraged to participate in competitive events.
 (Textbooks: Ornamental Horticulture, 3rd ed., Delmar, 0766814173; Introductory Horticulture, 6th ed., Delmar, 0766815676; Agricultural Mechanics, 5th ed., Delmar, 1401859669)

AGR 205-206 (A) **01.46100** **Prerequisite: None** **Credit: 1**
General Horticulture **Grade Level: 9-12** **Status: Elective**
 This course introduces students to the broad field of horticulture and occupational opportunities in the field. Basic instruction includes growing, identifying, marketing, propagating and caring for greenhouse crops. Students will be introduced to the fundamentals of FFA and encouraged to participate in competitive events.
 (Textbooks: Ornamental Horticulture, 3rd ed., Delmar, 0766814173; Introductory Horticulture, 6th ed., Delmar, 0766815676; Agricultural Mechanics, 5th ed., Delmar, 1401859569)

AGR 209-210 **01.46300** **Prerequisite: None** **Credit: 1**
Landscape Design and Management **Grade Level: 9-12** **Status: Elective**
 This course introduces students to the broad field of landscaping through basic instruction in growing, identifying, marketing, propagating, and caring for landscaping plants. Students will be introduced to the fundamentals of FFA and encouraged to participate in competitive events.
 (Textbooks: Landscape Construction, 2nd ed., Delmar, 140184281); Turfgrass Science and Management, 3rd ed., Delmar, 076681551X; Agricultural Mechanics, 5th ed., Delmar, 1401859569)

AGR 211-212 (A) **01.46400** **Prerequisite: None** **Credit: 1**
Nursery Production and Management **Grade Level 9-12** **Status: Elective**
 This course introduces systematic culturing devices and business procedures used in nursery businesses; covers the production, marketing and distribution of landscape plants and related landscape materials. Students will be introduced to the fundamentals of FFA and encouraged to participate in competitive events.
 (Textbooks: Landscape Construction, 2nd ed., Delmar, 140184281); Turfgrass Science and Management, 3rd ed., Delmar, 076681551X; Agricultural Mechanics, 5th ed., Delmar, 1401859569)

AGR 213-214 01.46500 Prerequisite: None Credit: 1
Turf Production and Management Grade level: 9-12 Status: Elective
 This course introduces procedures to establish, manage and maintain ornamental or recreational grassed areas, to prepare and maintain athletic playing surfaces and to produce turf for transplanting. Students will be introduced to the fundamentals of FFA and encouraged to participate in competitive events.
 (Textbooks: Landscape Construction, 2nd ed., Delmar, 140184281); Turfgrass Science and Management, 3rd ed., Delmar, 076681551X; Agricultural Mechanics, 5th ed., Delmar, 1401859569)

AGR 219-220 03.41100 Prerequisite: None Credit: 1
Natural Resources Conservation Grade Level: 9-12 Status: Elective
 This course introduces conservation and maintenance of natural resources such as air, soil, water, land, fish and wildlife for economic and recreational purposes. Students will be introduced to the fundamentals of FFA and encouraged to participate in competitive events.
 (Textbooks: Agricultural Mechanics, 5th ed., Delmar, 1401859569; Forests and Forestry, 6th ed., Interstate, 0813432405)

AGR 221-222 03.45100 Prerequisite: None Credit: 1
Forestry Science I Grade Level: 9-12 Status: Elective
 This course provides entry-level skills for employment in the forestry industry; covers establishing forest by natural and artificial means, identifying and protecting trees, measuring trees and land, and preparing for timber sales and harvest. Students will be introduced to the fundamentals of FFA and encouraged to participate in competitive events.
 (Textbooks: Agricultural Mechanics, 5th ed., Delmar, 1401859569; Forests and Forestry, 6th ed., Interstate, 0813432405)

AUTOMOTIVE SERVICE TECHNOLOGY

TRA 201-202 (A) 47.57100 Prerequisite: None Credit: 1
Foundations of Transportation and Logistics Grade Level: 9-12 Status: Elective
 This course introduces the theory and operations of gasoline engines. Emphasis is placed on safety procedures, identification of hand tools, mastery of support machines used in the automotive industry including wheel balancers, tire changers, brake lathes, computer scanners, and automotive life machines. This course includes skills used in repairing and preventive maintenance on automotive components. Students will be introduced to the fundamentals of SkillsUSA and encouraged to participate in competitive events.
 (Textbook: Modern Automotive Technology, 2004, Goodheart-Willcox, 1590701860)

TRA 223-224 (2 hours) 47.57600 Prerequisite: TRA 202 Preferred Credit: 2
Electrical/Electronic Systems and Design Grade Level: 10-12 Status: Elective
 This course enhances level one skills and introduces areas including engine tune up, suspension, brakes, electrical and electronic components, fuel delivery systems, and code interpretation/ extraction. Students will be introduced to the fundamentals of SkillsUSA and encouraged to participate in competitive events.
 (Textbook: Modern Automotive Technology, 2004, Goodheart-Willcox, 1590701860; Small Gas Engines, 2004, Goodheart-Willcox, 1590701836)

TRA 225-226 (2 hours) 47.57800 Prerequisite: TRA 224 Preferred Credit: 2
Preventative Maintenance Inspection Grade Level: 10-12 Status: Elective
 This course enhances level one and two skills and introduces automotive troubleshooting, component removal and replacement using the automotive scanner and computer. Students will be introduced to the fundamentals of SkillsUSA and encouraged to participate in competitive events.
 (Textbook: Modern Automotive Technology, 2004, Goodheart-Willcox, 1590701860; Small Gas Engines, 2004, Goodheart-Willcox, 1590701836)

TRA 227-228 (2 hours) 47.57900 Prerequisite: TRA 226 Preferred Credit: 2
Engine Performance Concepts Grade Level: 11-12 Status: Elective
 This course provides opportunities for skill and competency development to prepare students for entry level employment, opportunities for apprenticeship placement or continuing educational options. Students will be introduced to the fundamentals of SkillsUSA and encouraged to participate in competitive events.
 (Textbook: Modern Automotive Technology, 2004, Goodheart-Willcox, 1590701860; Small Gas Engines, 2004, Goodheart-Willcox, 1590701836)

BROADCASTING & VIDEO PRODUCTION

BVP 201-202 <u>Broadcasting/Video Production I</u>	10.51110	Prerequisite: None Grade Level: 9-12	Credit: 1 Status: Elective
<p>This course seeks to integrate recent trends in the study of mass communications into a class that is appropriate for an advanced level course. It will develop skills in basic theory, practice, and operations of a television studio, the portable camera, and videotape editing. Through problem-solving activities, projects, and discussions, knowledge of how video/film affects life and society will be demonstrated. (Textbook: TBA)</p>			
BVP 203-204 <u>Broadcasting/Video Production II</u>	10.51210	Prerequisite: BVP 202 Grade Level: 10-12	Credit: 1 Status: Elective
<p>This course will enhance level-one skills by providing more in-depth and specialized experiences in video and film equipment operation. It covers switches, cameras, lighting, audio boards, and tape machines. It may include the performing arts with instruction in acting, voice, movement, scenery, costumes, choreography, music, and set building. (Textbook: TBA)</p>			
BVP 205-206 <u>Broadcasting/Video Production III</u>	10.51310	Prerequisite: BVP 204 Grade Level: 11-12	Credit: 1 Status: Elective
<p>This course will enhance level-two skills and provide entry-level occupational skills or continuing education options through internship, practicum, apprenticeship and/or enrollment in postsecondary institutions. (Textbook: TBA)</p>			
BVP 207-208 <u>Broadcasting/Video Production IV</u>	10.51410	Prerequisite: BVP 206 Grade Level: 9-12	Credit: 1 Status: Elective
<p>This course will enhance level-three skills and provide instruction in producing a broadcast production. Students will be expected to perform at an independent level of proficiency in an area of specialization. (Textbook: TBA)</p>			

BUSINESS & COMPUTER SCIENCE

*(Career-Pathway: Small Business Development – Sequential Courses: Legal Environment of Business, Entrepreneurial/Business Essentials, & Entrepreneurial Ventures)

BCS 209-210 <u>Marketing</u>	08.47400	Prerequisite: None Grade Level: 9-12	Credit: 1 Status: Elective
<p>Marketing principles, research, strategies, advertising, e-commerce, competition, products, services...get the basics and find out if a career in marketing or a related field is in your future. Students will be introduced to the fundamentals of FBLA and encouraged to participate in competitive events. (Textbook: Marketing, 2nd ed., Thomson Learning, 0538440961)</p>			
BCS 255-256 <u>Beginning Programming</u>	11.41800	Prerequisite: Algebra I Grade Level: 10-12	Credit: 1 Status: Elective
<p>Learn the basics of C++ programming – statements, functions, analysis, design specifications, coding, debugging, testing, game design and architecture. Explore the law and ethics of programming. Develop a game for your final project! Students will be introduced to the fundamentals of FBLA and encouraged to participate in competitive events. (Textbook: Introduction to Programming with C++, 2nd ed., Thomson Learning, 0619217111)</p>			
BCS 257-258 <u>Intermediate Programming</u>	11.42100	Prerequisite: Algebra II/BCS256 Grade Level: 11-12	Credit: 1 Status: Elective
<p>Learn advanced programming techniques of C++ - structures and classes, overloading, inheritance, and input and output. Windows programming will include design and game creation in the Windows environment. (Textbook: Object-Oriented Programming Using C++, 2nd ed., Thomson Learning, 0619033614)</p>			
BCS 231-232 <u>*Legal Environment of Business</u>	06.41500	Prerequisite: None Grade Level: 10-12	Credit: 1 Status: Elective
<p>Learn Business Law as it applies to export sales, trade controls, foreign operations, monetary issues, etc. Business Law focuses on business management and administration when conducting business in specific countries. Students will be introduced to the fundamentals of FBLA and encouraged to participate in competitive events. (Textbook: Law for Business and Personal Use, 17th ed., Thomson Learning, 0538440511)</p>			

BCS 233-234 06.41600 Prerequisite: BCS 213-232 Credit: 1
***Entrepreneurship/Business Essentials** Grade Level: 10-12 Status: Elective
Business ownership! Do you have any idea what it takes to start your own business? Do you recognize opportunity? Do you know how to solve the day-to-day problems of a small business? Can you develop a business plan? Explore the advantages and disadvantages of business ownership- Enroll in Entrepreneurship! Run a real business in class! Students will be introduced to the fundamentals of FBLA and encouraged to participate in competitive events.
(Textbook: Entrepreneurship Ideas in Action, 3rd ed., Thomson Learning, 0538441224)

BCS 235-236 06.41700 Prerequisite: BCS 233-234 Credit: 1
***Entrepreneurship Ventures** Grade Level: 11-12 Status: Elective
This is the third course in the Small Business Development Career Pathway. The course content will emphasize management skills necessary for successful business operations. Students will study the following concepts: management strategies for developing and implementing business plans; structuring the organization; and, financing the organization and managing information, operations, marketing, and human resources.
(Textbook: Entrepreneurship Ideas in Action, 3rd ed., Thomson Learning, 0538441224)

BCS 241-242 (A) 07.41100 Prerequisite: None Credit: 1
Principles of Accounting I Grade Level: 10-12 Status: Elective
Ease the transition into business and collegiate accounting with the introduction of the basic accounting cycle for a service and merchandising business. Accounting software will be utilized for quick and easy journalizing, posting, and account statements. Project based business applications will be used to reinforce accounting concepts. Students will be introduced to the fundamentals of FBLA and encouraged to participate in competitive events.
(Textbook: Century 21 Accounting 8th ed., Multicolumn, Thomson Learning, 0538972750)

BCS 243-244 07.41200 Prerequisite: BIT 242 Preferred Credit: 1
Principles of Accounting II Grade Level: 11-12 Status: Elective
Accounting II further develops the accounting skills by introducing the elements of accounting systems related to corporate and management accounting. Students will be introduced to the fundamentals of FBLA and encouraged to participate in competitive events.
(Textbook: Century 21 Accounting 8th ed., Multicolumn, Thomson Learning, 0538972750)

BCS 251-252 (A) 07.44110 Prerequisite: None Credit: 1
Emerging Business Applications Grade Level: 9-12 Status: Elective
Microsoft and Beyond! Students will develop software skills needed for college and the workplace. They will explore the use of technology as a consumer. Coursework will ensure that students are prepared to solve problems using technology (W³, Web, and Networking) with the focus that “colleges require expertise and jobs demand expertise and proficiency.” (Course formerly known as “Computer Applications”)
(Textbook: Performing with Computer Applications, 2nd ed., Thomson Learning, 1418839221)

BCS 259-260 11.43100 Prerequisites: BIT 252 Preferred Credit: 1
Web Page Design Grade Level 10-12 Status: Elective
Create and design, upload and maintain web sites. Explore the latest software for web design and learn HTML coding. Students will be introduced to the fundamentals of FBLA and encouraged to participate in competitive events.
(Textbook: Microsoft Front Page 2003, Thomson Learning, 0619273542; HTML Illustrated, 3rd ed., Thomson Learning, 0619268441; New Perspective Macromedia Dreamweaver Studio, 2007, Thomson Learning, 1418839221)

BCS 261-262 (A) 07.47500 Prerequisite: None Credit: 1
Professional Business Strategies (CBE) I Grade Level: 11-12 Status: Elective
Learn to operate a business! Professional/career development- Discovering your career focus- Resume preparation- Interviewing skills- Post-secondary education or training- Career portfolio- Operating a business- Sharpening your skills for college or career- Time management- Organization- Decision making. Students will be introduced to the fundamentals of FBLA and encouraged to participate in competitive events.
(Textbook: Introduction to Business, 6th ed., Thomson Learning, 0538440635)

BCS 263-264 07.09100 Prerequisite: BIT 262 Preferred Credit: 1
Business Internship I Grade Level: 11-12 Status: Elective
On the job training! Participate in a career path co-op/internship program. Get paid while you learn. Apply today.

BCS 265-266 (A) 07.47600 Prerequisite: BIT 262 Preferred Credit: 1
Professional Business Strategies (CBE) II Grade Level: 12 Status: Elective
 Business management- Professional career development- Job shadowing- Technology skill development for business operations- Leadership development- money and business. Students will be introduced to the fundamentals of FBLA and encouraged to participate in competitive events.
 (Textbook: Introduction to Business, 6th ed., Thomson Learning, 0538440635)

BCS 267-268 07.09200 Prerequisite: BIT 266 Preferred Credit: 1
Business Internship II Grade Level: 12 Status: Elective
 On the job training! Participate in a career path co-op/internship program. Get paid while you learn. Apply today!

BCS 281-282 (A) 11.42800 Prerequisite: None Credit: 1
Digital Media Design & Production Grade Level: 10-12 Status: Elective
 Create drawings, special effects, animations- work with graphics, sound, and presentations- prepare advertising layouts and designs--- Go digital! Students will be introduced to the fundamentals of FBLA and encouraged to participate in competitive events.
 (Textbook: Macromedia Studio 8 Step-by-Step, 2006, Thomson Learning, 0619267097; Multimedia Basics, 2004, Thomson Learning, 0619055332)

BCS 409-410 11.01600 Prerequisite: MAT 364 or 374 & Credit: 1
 Teacher Recommendation
Advanced Placement Computer Science A Grade Level: 11-12 Status: Elective
 This course emphasizes a formal, in-depth study of algorithms, data structures, and data abstraction using JAVA object-oriented programming methodology. The course focuses on problem solving and algorithm development. It includes the study of basic primitive types and objects as well as looping structures, strings, arrays, stack, queues, files and sorting and searching techniques. Other topics covered include pointer-based arrays, overloading operations, recursive data structures and dynamically allocated structures.
 (Textbook: JAVA Programming Comprehensive Concepts and Techniques, 2004, Thomson Learning, 0619201428)

CONSTRUCTION TECHNOLOGY

CON 221-222 46.54500 Prerequisite: None Credit: 1
Fundamentals of Construction (Building) Grade Level: 9-12 Status: Elective
 The construction technology core curriculum encompasses the basics and fundamentals of common skills spanning a variety of construction occupations. These basic skills, including safety, mathematics, hand tools, power tools, blueprint reading, and basic rigging, are seen as minimally essential to accomplishment of all subsequent, more advanced objectives in the construction curriculum. Students will be introduced to the fundamentals of SkillsUSA and encouraged to participate in competitive events.
 (Textbook: Core Curriculum Introductory Craft Skills, 3rd ed., Pearson/Prentice Hall, 0131091891)

CON 223-224 46.54600 Prerequisite: CON 222 Preferred Credit: 1
Introduction to Building Grade Level: 9-12 Status: Elective
 Introduction to Building is designed to acquaint participants with the four major technical occupations that are available in the building industry (carpentry, electrical, masonry, and plumbing). The various activities equip high school students with the skills needed to select a building construction occupation, enter the workforce, and continue to advance in one of these specialized building construction occupations. Students will be introduced to the fundamentals of SkillsUSA and encouraged to participate in competitive events.
 (Textbook: Core Curriculum Introductory Craft Skills, 3rd ed., Pearson/Prentice Hall, 0131091891; Carpentry Level One Trainee Guide, 2001, Pearson/Prentice Hall, 0130604747; Carpentry Level Two Trainee Guide, 2001, Pearson/Prentice Hall, 0130604860; Plumbing Level One Trainee Guide, Pearson/Prentice Hall, 0131091786; Plumbing Level Two Trainee Guide, Pearson/Prentice Hall, 0131091832)

CON 225-226 46.55000 Prerequisite: None Credit: 1
Carpentry I Grade Level: 9-12 Status: Elective
 This course is designed to allow students to learn framing basics with common and engineering lumber. After completing this course, the student will identify, rate, select, and use proper materials in constructing floor and wall systems and related components including proper sub-flooring and sheathing materials. Students will be introduced to the fundamentals of SkillsUSA and encouraged to participate in competitive events.
 (Textbooks: Core Curriculum Introductory Craft Skills, 3rd ed., Pearson/Prentice Hall, 0131091891; Carpentry Level One Trainee Guide, 2001, Pearson/Prentice Hall, 0130604747; Carpentry Level Two Trainee Guide, 2001, Pearson/Prentice Hall, 0130604860)

CON 231-232 46.56000 Prerequisite: None Credit: 1
Electrical I Grade Level: 9-12 Status: Elective
This course is designed to introduce students to the fundamentals of the electrical trade and the basic skills it requires. Students learn electrical theory and concepts used in Ohm's Law as applied to DC series circuits. Students are introduced to atomic theory, electromotive force, resistance, and electric power equations. This course provides a navigational road map for using the National Electric Code. Students will be introduced to the fundamentals of SkillsUSA and encouraged to participate in competitive events.
(Textbooks: Core Curriculum Introductory Craft Skills, 3rd ed., Pearson/Prentice Hall, 0131091891; Electrical Level One Trainee Guide, 2005, Pearson/Prentice Hall, 0131684477; Electrical Level Two Trainee Guide, 2005, Pearson/Prentice Hall, 0131684485)

CON 241-242 46.56200 Prerequisite: CON 232 Preferred Credit: 1
Commercial Wiring I Grade Level: 10-12 Status: Elective
This course introduces alternating current (AC) to the students. Students learn about the forces that are characteristic of AC systems and the application of Ohm's Law to AC circuits. Students study the theory and application of AC and DC motors, including the circuits and connections, and learn the purpose of grounding and bonding electrical systems according to the National Electrical Codes (NEC). Students will be introduced to the fundamentals of SkillsUSA and encouraged to participate in competitive events.
(Textbooks: Core Curriculum Introductory Craft Skills, 3rd ed., Pearson/Prentice Hall, 0131091891; Electrical Level One Trainee Guide, 2005, Pearson/Prentice Hall, 0131684477; Electrical Level Two Trainee Guide, 2005, Pearson/Prentice Hall, 0131684485)

CON 251-252 46.57000 Prerequisite: None Credit: 1
Masonry I Grade Level: 9-12 Status: Elective
This course is designed to provide students with skills required to work safely on the masonry job site; to enable them to use mathematics to correctly figure distances, areas, and volumes for masonry construction work; and to introduce the methods and procedures used in masonry unit installation. Students will be introduced to the fundamentals of SkillsUSA and encouraged to participate in competitive events.
(Textbooks: Core Curriculum Introductory Craft Skills, 3rd ed., Pearson/Prentice Hall, 0131091891; Masonry Level One Trainee Guide, 2004, Pearson/Prentice Hall, 0132287188; Masonry Level Two Trainee Guide, 2004, Pearson/Prentice Hall, 0131091646)

CON 261-262 46.58000 Prerequisite: None Credit: 1
Plumbing I Grade Level: 9-12 Status: Elective
This course is designed to introduce students to the plumbing trade and the fundamental skills that it requires. The skills and knowledge introduced in this course include the history of plumbing, reading and evaluation of plumbing blueprints, math for plumbers, and the identification of pipes and fittings and their preparation and installation. Students will be introduced to the fundamentals of SkillsUSA and encouraged to participate in competitive events.
(Textbooks: Core Curriculum Introductory Craft Skills, 3rd ed., Pearson/Prentice Hall, 0131091891; Plumbing Level One Trainee Guide, Pearson/Prentice Hall, 0131091786, Plumbing Level Two Trainee Guide, Pearson/Prentice Hall, 0131091832)

COSMETOLOGY

COS 201-202 12.54500 Prerequisite: None Credit: 1
Cosmetology Salon Services I Grade Level: 9-12 Status: Elective
This course is designed to provide the student with an opportunity to become familiar with the cosmetology profession, Georgia State Board of Cosmetology requirements, laws, rules and regulations, and introduces the fundamental theory and practices of the cosmetology profession. Emphasis is placed on professional practices and safety. Competencies for the co-curricular student organization SkillsUSA-VICA are integral components of both the core employability skills standards and the technical skills standards, and SkillsUSA-VICA activities should be incorporated throughout instructional strategies developed for the course.
(Textbook: TBA)

COS 203-204 12.54600 Prerequisite: None Credit: 1
Cosmetology Salon Services II Grade Level: 10-12 Status: Elective
This course is designed to provide instruction in classroom/laboratory safety rules and procedures. It also provides an opportunity to learn introductory competencies in the fundamental theory and skills required for hair cutting, permanent waving & relaxing, basic hair and scalp treatments, and the theory related to diseases and disorders of skin and hair. After successful completion of Salon Services Core I and Salon Services Core II, the student will have acquired the 250 hours required by the Georgia State Board of Cosmetology to work on client in the salon. Competencies for the co-curricular student organization SkillsUSA-VICA are integral components of both the core employability skills standards and the technical skills standards, and SkillsUSA-VICA activities should be incorporated throughout instructional strategies developed for the course.
(Textbook: TBA)

COS 205-206 12.54700 Prerequisite: None Credit: 1
Advanced Styling Principles Grade Level: 11-12 Status: Elective
This course provides the student the opportunity to enhance the basics from previous courses in the fundamental theory and skills required for hairstyling design, including: hair shaping, pin curls, finger waves, roller placement, blow-drying techniques, thermal cutting, braiding and hair extensions. It also provides instruction in the theoretical study of anatomy & physiology, as it relates to the study of cosmetology. Competencies for the co-curricular student organization SkillsUSA-VICA are integral components of both the core employability skills standards and the technical skills standards, and SkillsUSA-VICA activities should be incorporated throughout instructional strategies developed for the course.
(Textbook: TBA)

COS 207-208 12.54800 Prerequisite: None Credit: 1
Haircutting Grade Level: 11-12 Status: Elective
This course is designed to provide an opportunity to further enhance competencies in haircutting techniques. Safety will be stressed, along with instruction in the selection of proper hair cutting implements and proper style selection. Also, instruction will be provided on the theory of electricity and the use of electrical appliances in the salon. Competencies for the co-curricular student organization SkillsUSA-VICA are integral components of both the core employability skills standards and the technical skills standards, and SkillsUSA-VICA activities should be incorporated throughout instructional strategies developed for the course.
(Textbook: TBA)

COS 209-210 12.54900 Prerequisite: None Credit: 1
Chemical Hair Processing Grade Level: 11-12 Status: Elective
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. Competencies for the co-curricular student organization SkillsUSA-VICA are integral components of both the core employability skills standards and the technical skills standards, and SkillsUSA-VICA activities should be incorporated throughout instructional strategies developed for the course.
(Textbook:TBA)

ENGINEERING DRAWING AND DESIGN

DFT 221-222 48.54100 Prerequisite: Algebra I Preferred Credit: 1
Introduction to Engineering Drawing Grade Level: 9-12 Status: Elective
This course introduces the engineering and design field. Emphasis is placed on safety, the correct use of tools and equipment, drafting media, sketching, lettering, alphabet of lines, geometric construction, and the fundamentals of CAD and multi-view drawings. Students will be introduced to the fundamentals of SkillsUSA and encouraged to participate in competitive events.
(Textbook: Exploring Drafting, 2007, Goodheart-Willcox, 1590705750)

DFT 223-224 48.54200 Prerequisite: DFT 222 Preferred Credit: 1
Engineering Concepts and Drawings Grade Level: 9-12 Status: Elective
This course furthers the development of student knowledge and skills in the EDD field. Students learn to illustrate more complex objects using the Computer Aided Drafting (CAD) system and develop skills in dimensioning, tolerancing, pictorials, sections, auxiliary views, and intersection and development. Students will be introduced to the fundamentals of SkillsUSA and encouraged to participate in competitive events.
(Textbook: Exploring Drafting, 2007, Goodheart-Willcox, 1590705750)

DFT 225-226 48.54300 Prerequisite: DFT 222 Preferred Credit: 1
Solid Modeling and Design Grade Level: 10-12 Status: Elective
This course is for students who are interested in engineering and related mechanical drafting areas that provide more in-depth study of mechanical design. Emphasis is placed on 3-D drawings, wireframes, rendering, solid modeling, and graphic presentations. Students will be introduced to the fundamentals of SkillsUSA and encouraged to participate in competitive events.
(Textbook: Technical Drawing, 12th ed., Pearson/Prentice Hall, 0131836951)

DFT 227-228 48.54400 Prerequisite: DFT 222 Preferred Credit: 1
Technical Manufacturing Concepts and Drawings Grade Level: 10-12 Status: Elective
This is a course for students who are interested in the development of drawings and patterns for various types of manufacturing processes. Students develop skills in such areas of study as manufacturing processes, threads and fasteners, welding, working drawings, fluid drawings, and electricity/electronics. Students will be introduced to the fundamentals of SkillsUSA and encouraged to participate in competitive events.
(Textbook: Technical Drawing, 12th ed., Pearson/Prentice Hall, 0131836951)

DFT 231-232 48.54500 Prerequisite: DFT 222 Preferred Credit: 1
Architectural Drawing and Design I Grade: 10-12 Status: Elective
 Architectural Drawing and Design I is a 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), sections and details and foundations. Students will be introduced to the fundamentals of SkillsUSA and encouraged to participate in competitive events.
 (Textbook: Architecture Residential Drafting and Design, 2004, Goodheart-Willcox, 159070195X)

DFT 233-234 48.54600 Prerequisite: DFT 232 Preferred Credit: 1
Architectural Drawing and Design II Grade: 10-12 Status: Elective
 Architectural Drawing and Design II is a 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. Students will be introduced to the fundamentals of Skills USA and encouraged to participate in competitive events.
 (Textbook: Architecture Residential Drafting and Design, 2004, Goodheart-Willcox, 159070195X)

DFT 235-236 48.54700 Prerequisite: DFT 224 Preferred Credit: 1
Structural Detailing Grade: 10-12 Status: Elective
 Structural Detailing is a course that introduces students to the basic terminology, concepts, and principles of Structural Detailing. The course develops skills required for structural detailing and connections design utilized for commercial construction. Areas of study include: shapes, beam reactions, connections, columns, base plates, and splices. Students will be introduced to the fundamentals of SkillsUSA and encouraged to participate in competitive events.
 (Textbook: Structural Civil, and Pipe Drafting for CAD Technicians 2004, Delmar, 1401896561)

DFT 237-238 48.54800 Prerequisite: DFT 222 Preferred Credit: 1
Civil Engineering Drawing Grade: 10-12 Status: Elective
 Civil Engineering Drawing is a course that introduces students to the basic terminology, concepts, and principles of Civil Engineering Drawing. Drawing assignments emphasize the most common mapping and civil site planning design problems. Areas of study include types of surveys, plan and profile drawings, cross-sections, earth-work determination, grade determination, and mapping. Students will be introduced to the fundamentals of SkillsUSA and encouraged to participate in competitive events.
 (Textbook: Structural Civil, and Pipe Drafting for CAD Technicians 2004, Delmar, 1401896561)

FAMILY AND CONSUMER SCIENCES

(COURSES MAY BE TAKEN FOR ONE SEMESTER ONLY FOR .5 HALF CREDIT)

FCS 201-202 20.41610 Prerequisite: None Credit: 1
Food, Nutrition & Wellness Grade Level: 9-12 Status: Elective
 This course is essential course in understanding nutritional needs and food choices for optimal health of individuals across the lifespan. Interrelationships with wellness are explored and leads to the advanced nutrition pathway; develops a knowledge base; and skills necessary to select among alternatives in marketplace, emphasis nutrient content; the development of chronic diseases and food safety.
 (Textbook: Introduction to Culinary Arts, 2007, Pearson/Prentice Hall, 0131171402)

FCS 203-204 (A) 20.41710 Prerequisite: FCS 202 Credit: 1
Food & Nutrition Through the Lifespan Grade Level: 10-12 Status: Elective
 Advanced course in food and nutrition that addresses variation in nutritional needs at specific states of the human life cycle; common nutritional concerns; relationship of food choices and health status; strategies to enhance well-being throughout the lifecycle. Course provides knowledge for a pathway into dietetics, consumer foods and nutrition careers.
 (Textbook: Introduction to Culinary Arts, 2007, Pearson/Prentice Hall, 0131171402)

FCS 234-235 (A) 20.41810 Prerequisite: Credit: 1
Food Science Grade Level: 10-12 Status: Elective
 Course integrates many branches of science and relies on the advances of technology to expand and improve food supplies. Students will evaluate the effects of processing, preparation, and storage on the quality, safety, wholesomeness and nutritive value of foods. Building on information learned in Nutrition and Wellness and Chemistry, course illustrates scientific principles in an applied context. Careers will be explored.
 (Textbook: Introduction to Culinary Arts, 2007, Pearson/Prentice Hall, 0131171402)

FCS 207-208 20.44100 Prerequisite: None Credit: 1
Introduction to Interior Design Grade Level: 9-12 Status: Elective
 This course includes classroom instruction and laboratory experience. It is designed to prepare students to understand the influences affecting the interior design industry today. Areas of study include: choosing a place to live, house styles, furniture styles, elements and principles of design, kitchen design, windows, accessories, backgrounds, and careers related to interior design. Students will be introduced to the fundamentals of FCCLA and encouraged to participate in competitive events..
 (Textbook: Homes and Interiors, 2007, Goodheart-Willcox, 0078744202)

FCS 284-285 20.44200 Prerequisite: FCS 207 Credit: 1
Interior Design Fundamentals Grade Level: 9-12 Status: Elective
 This course includes classroom instruction and hands-on laboratory performance of the fundamentals of design as applied to room composition. Areas of study include: space and traffic patterns, color theory, drawing for interior design, and blueprint reading, outdoor living spaces, lighting, and careers. Students will be introduced to the fundamentals of FCCLA and encouraged to participate in competitive events.
 (Textbook: Residential Housing and Interiors, 2005, Goodheart-Willcox, 1590703049)

FCS 211-212 (A) 20.52510 Prerequisite: None Credit: 1
Introduction to Early Childhood Care and Education Grade Level: 9-12 Status: Elective
 Introduction to Early Childhood Care prepares the student for employment in early childhood education and services. The course also provides a foundation for advanced study leading to postsecondary education and careers in related fields. The course addresses early childhood care and education and development issues that include guiding the physical, cognitive, creative, social, emotional, and moral development of children. This course of study includes planning and guiding developmentally appropriate practices for working with young children including career paths, principles and theories of child development, the creation of a developmentally appropriate learning environment, collaborative relationships and guidance, lesson planning, and appropriate response to cultural diversity and students with special needs. Mastery of standards through project based learning, technical skills practice, and leadership development activities of the career and technical student organizations will provide students with a competitive edge for either entry into the education global marketplace and/or the postsecondary institution of their choice to continue their education and training.
 (Textbook: Working with Young Children, 2004, Goodheart-Willcox, 1590701283; Mastering CDA Competencies, 2004, Goodheart-Willcox, 1590701550)

FCS 209-210 (A) 20.42320 Prerequisite: None Credit: 1
Human Growth and Development For Early Childhood Grade Level: 9-12 Status: Elective
 Human Growth and Development for Early Childhood addresses the knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development of infants and children. Topics that may be addressed include principles of physical, emotional, social, cognitive, and moral development; human needs across the ages and stages of childhood; impacts of family and societal crisis on the development of the child; and career decisions. Mastery of standards through project based learning, technical skills practice, and leadership development activities of the career and technical student organizations will provide students with a competitive edge for either entry into the education global marketplace and/or the post-secondary institution of their choice to continue their education and training.(*)
 Introduction to Early Childhood Care and Education is preferred but not required.
 *Camelot Kids Preschool Program is only at Evans High School.
 (Textbook: The Developing Child, 2006, Glencoe/McGraw-Hill, 2006, 0078689686)

FCS 213-214 (A) 20.52610 Prerequisite: FCS 211-212 Credit: 2
Health, Safety and Nutrition Grade Level: 10-12 Status: Elective
For the Young Child

Health, Safety and Nutrition for the Young Child introduces the theory, practices, and requirements for establishing and maintaining a safe, healthy learning environment. This course develops skills for employment in early childhood-related occupations, including professional issues and work ethics; developmentally appropriate practices; health, safety and nutrition education; certification in CPR/First Aid/Fire Safety; child abuse and neglect; symptoms and prevention of major childhood illnesses and diseases; and prevention and control of communicable illnesses. Practical applications through service learning, volunteer experiences, and internships will be included. The development of an educational portfolio for employment in early childhood education is required. Mastery of standards through project based learning, technical skills practice, and leadership development activities of the career and technical student organizations will provide students with a competitive edge for either entry into the education global marketplace and/or the post-secondary institution of their choice to continue their education and training. Students must have completed Introduction to Early Childhood Care and Education to enroll in this class. This class requires that the student enroll for periods 1 and 2. Students will work toward obtaining the Child Development Associate National Credential (CDA).

*Camelot Kids Preschool Program is only at Evans High School.

(Textbook: Working with Young Children, 2004, Goodheart-Willcox, 1590701283; Mastering CDA Competencies, 2004, Goodheart-Willcox, 1590701550)

FCS 286-287 (A) 20.02710 Prerequisite: Teacher Recommendation Credit:1
Early Childhood Education Internship Grade Level: 11-12 Status: Elective

The internship offers a candidate in the Early Childhood Education career pathway a field experience under the direct supervision of a certified early childhood educator (mentor). The internship stresses observing, analyzing, and classifying activities of the mentor and comparing personal traits with those of successful early childhood educators. The candidate intern will develop a portfolio of their skills, plan and teach a lesson or lessons, understand and practice confidentiality as it pertains to early childhood education, meet the needs of special education students, maintain the safety of the students, and practice professionalism and ethical behavior. Students must provide their own transportation. Prerequisites are strictly enforced. This is a co-op program and students will be released early. Students will be required to work from September through May.

FCS 228-229 (A) 20.03100 Prerequisite: None Credit: 1
Introduction to Culinary Arts Grade Level: 9-12 Status: Elective

Introduction to Culinary Arts is a 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. Course also provides an overview of the professionalism in the culinary industry and career opportunities leading into a career pathway to Culinary Arts. This course is an introductory to the Hospitality and Restaurant Industry. Students will study Careers in Hospitality/Restaurant, Safety and Sanitation, Food Preparation Techniques, Menu planning, Art of Service, Breakfast and Sandwich Preparation, Quick Breads, Principles of Pastries/Desserts and Holiday Foods. Students will become familiar with the ServSafe Course.

(Textbook: Introduction to Culinary Arts, 2007, Pearson/Prentice Hall, 0131171402)

FCS 230-231 (A) 20.03210 Prerequisite: Intro to Culinary Arts Credit: 1
Culinary Arts I Grade Level: 9-12 Status: Elective

Culinary Arts I is designed to create a complete foundation and understanding of Culinary Arts leading to post secondary education or a foodservice career. Building from techniques and skills learned in Introduction to Culinary Arts, this fundamentals course begins to involve in-depth knowledge and hands on skill mastery of Culinary Arts. This course is a continuation of Intro to Culinary Arts. Students will master Knife Skills, Cooking Techniques, Garde Manger, Meats, Poultry, Seafood, Pasta Cookery, Cake Decorating, Sauces and Soups, Vegetables/Fruits, Nutrition and Menus.

(Textbooks: Becoming a Food Service Professional Year 1, 2nd ed., Hospitality Education Foundation of Georgia, 1883904870; On Cooking, 2nd ed., Pearson/Prentice Hall, 0131738836)

FCS 232-233 (A) 20.03310 Prerequisite: Intro. to Culinary Arts I Credit: 1
Culinary Arts 2 Grade Level: 10-12 Status: Elective

Culinary Arts II is an advanced and rigorous in-depth course designed for the student who has continued the Culinary Arts Pathway and wishes to continue their education at the post secondary level or enter the foodservice industry as a proficient and well rounded individual. Strong importance is given to refining hands on production of the classic fundamentals in the commercial kitchen. This course prepares students for a career in Hospitality and Restaurant Industry. Students will master catering, purchasing and inventory procedures, Business math, and post secondary opportunities. Student will become familiar with international foods, baking, pastries, and artisan breads.

(Textbooks: Becoming a Food Service Professional Year 2, 2nd ed., Hospitality Education Foundation of Georgia, 1883904870; On Cooking, 2nd ed., Pearson/Prentice Hall, 1582800022)

FCS 250-251 20.40101 Prerequisite: None Credit: 1
Foundations of Family/Consumer Sciences I Grade: 9-12 Status: Elective
This is an introductory course designed to include the sixteen recognized areas of Family and Consumer Sciences. It includes classroom instruction, computer research, and laboratory experience. Topics covered will include: job and career research, family and consumer issues, community services, human development, interpersonal relationships, foods and nutrition, interior design and clothing/textiles. Students will be introduced to the fundamentals of FCCLA and encouraged to participate in competitive events.

FCS 280-281 20.03720 Prerequisite: Teacher Recommendation Credit: 1
Family & Consumer Science Grade Level: 11-12 Status: Elective
Co-op Internship I
Culinary Arts Internship

This course is designed for work placement in the field of Foods/Hospitality Industries. Students must provide their own transportation. This is a work co-op program and students will be release early. Students will be required to work from September thru May. Teacher recommendations and transportation is required.

FCS 282-283 20.03820 Prerequisite: Teacher Recommendation Credit: 1
Culinary Arts I Internship II Grade Level: 12 Status: Elective
Co/op Internship II

This course provides on-the-job training for students who have completed the Internship I course. Students will have a job for the complete school year. Students must have a work permit provided by the school.

GRAPHIC ARTS TECHNOLOGY

GRA 207-208 48.52500 Prerequisite: None Credit: 1
Commercial Art I Grade Level: 9-12 Status: Elective
This course introduces art and copy layouts for the visual communications media such as books, magazines, newspapers, television and packaging. It covers how to plan presentation of material, product or service; to determine size and arrangement of illustrative material and copy; to select style and size of type; and to arrange layout based on space, layout principles and aesthetic design concepts. Students will be introduced to the fundamentals of SkillsUSA and encouraged to participate in competitive events.
(Multistate Academic and Vocational Resource)

GRA 209-210 48.52600 Prerequisite: GRA 208 Preferred Credit: 1
Commercial Art II Grade Level: 9-12 Status: Elective
This course enhances level-one skills and covers how to design finished layout, prepare notes and instructions for assembly workers and prepare final layouts for printing. It covers how to review final layout and suggest improvements as needed, how to prepare illustrations or rough sketches, and how to prepare a series of drawings to illustrate sequence and timing of story development for television production. It covers how to mark up, paste up and assemble final layouts for the printer. Students will be introduced to the fundamentals of Skills USA and encouraged to participate in competitive events.
(Multistate Academic and Vocational Resources)

GRA 211-212 48.52700 Prerequisite: GRA 210 Preferred Credit: 1
Commercial Art III Grade Level: 9-12 Status: Elective
An introduction to the world of photography through specialized and practical experiences with the operation and maintenance of video and film equipment, this course includes a short history of photography combined with an introduction to photographic theory. Hands-on experience is provided with a photographic plate, a student constructed pin-hole camera, the 35mm camera, composition techniques, basic black and white film developing, and video equipment. Students will develop film, make contact prints for evaluation, and assemble a portfolio. Students will be introduced to the fundamentals of SkillsUSA and encouraged to participate in competitive events.
(Multistate Academic and Vocational Resources)

GRA 213-214 48.56100 Prerequisite: None Credit: 1
Graphics Introduction Grade Level: 9-12 Status: Elective
This exploratory course is the first in a series that prepares the student for employment or entry into a post-secondary education program in the graphic communications field. Topics to be covered include: Introduction to Graphic Communication Careers, Layout, Digital File Preparation, Press Operations, Measurement, Safety and First Aid, and Math for Printing. Students will be introduced to the fundamentals of SkillsUSA and
(Multistate Academic and Vocational Resources)

GRA 215-216	48.56200	Prerequisite: None	Credit: 1
<u>Graphic Arts</u>		Grade Level: 9-12	Status: Elective

Fundamentals I

This course is the first in a series that is exploratory and begins to prepare the student for employment or entry into a post-secondary education in the graphic communications field. Topics to be covered include: Introduction, Image Capture, Digital File Preparation, Illustration, Page Layout, Press Operation, Finishing and Binding, Measurement, Career Opportunities, Safety and First Aid, and Math for Printing. Students will be introduced to the fundamentals of SkillsUSA and encouraged to participate in competitive events. (Multistate Academic and Vocational Resources)

GRA 217-218	48.56300	Prerequisite: None	Credit: 1
<u>Practicum A</u>		Grade Level: 9-12	Status: Elective

This course provides the students an opportunity to build on Press Operation Skills learned in the fundamentals course. Topics include: Press Operations, One and Two Color Printing. Students will be introduced to the fundamentals of SkillsUSA and encouraged to participate in competitive events. (Multistate Academic and Vocational Resources)

HEALTHCARE SCIENCE TECHNOLOGY EDUCATION

HCA 201-202	25.52100	Prerequisite: None	Credit: 1
<u>Introduction to Health Science</u>		Grade Level: 9-12	Status: Elective

This course introduces careers in the healthcare field. It covers history of healthcare, stimulates interest in the future of medicine, career exploration, post-secondary options, infection control, legal and ethical issues, medical terminology, CPR, First Aid and an overview of the human body with emphasis on basic health and disease prevention. Students will be introduced to the fundamentals of HOSA and encouraged to participate in competitive events.

(Textbooks: Introduction to Health Occupations, 6th ed., Prentice Hall, 0131102672; Introduction to Medical Terminology, 2004, Delmar, 140181137X)

HCA 203-204 (2 hours)	25.52200	Prerequisite: HCA 202 or SCI 334	Credit: 2
<u>Applications to Therapeutic Services 203</u>		Preferred	Status: Elective
<u>Nursing Essentials 204</u>		Grade Level: 11-12	

This course includes basic patient care skills which fulfill the Georgia Medical Care Foundation's Certified Nursing Assistant curriculum. It includes Medical Assistant, Physical Therapy, Laboratory Assistant, and Dental Assistant skills. CPR, First Aid, and AED training are available. The Dean Vaughn Medical Terminology 14-lesson series affords a certificate of completion for medical terminology. Six clinical rotations are required in hospital with one being in long-term care, and other clinical settings. Students will be introduced to the fundamentals of HOSA and encouraged to participate in competitive events.

(Textbooks: Diversified Health Occupations, 6th ed., Thomson Learning, 1401814565, Nursing Assistant: A Nursing Process Approach, 9th ed., Thomson Learning, 1401806333)

HCA 205-206 (2 hours)	25.52300	Prerequisite: HCA 204 Preferred	Credit: 2
<u>Healthcare III</u>		Grade Level: 11-12	Status: Elective

This course offers a clinical work based experience in a medical or other allied health setting and prepares the student to assist in care of medical and trauma patients under the direction of medical staff. It includes but is not limited to techniques used in specialty fields, diagnosis, coding and billing, and entrepreneurship. Students will be introduced to the fundamentals of HOSA and encouraged to participate in competitive events.

(Textbooks: Diversified Health Occupations, 6th ed., Thomson Learning, 1401814565, Nursing Assistant: A Nursing Process Approach, 9th ed., Thomson Learning, 1401806333)

HCA 209-210	25.56200	Prerequisite: None	Credit: 1
<u>First Responder</u>		Grade Level: 10-12	Status: Elective

This course prepares the student for entry into the Emergency Medical System. CPR, First Aid, automated external defibrillation, patient assessment, oxygen therapy, splinting and spinal immobilization, crisis intervention and disaster preparedness are taught. Successful completion will place the student on the First Responder National Registry. Students will be introduced to the fundamentals of HOSA and encouraged to participate in competitive events.

(Textbook: Fundamentals of Basic Emergency Care, 2nd ed., Thomson Learning, 1401879330)

HCA 211-212 (2hours)	25.07100	Prerequisite: HCA 202	Credit: 2
<u>Pre-Pharmacy Technology and Internship</u>		Preferred	Status: Elective
		Grade Level: 11-12	

This course introduces careers in pharmacy. It covers hospital pharmacy, retail pharmacy, safety, HIPAA, medications, and pharmacy law. The course also offers students the opportunity to learn pharmaceutical skills utilized by Pharmacy Technicians such as medication calculations, principles of IV therapy, medication dispensing, medication administration, and inventory control. To reinforce classroom instruction, students will observe and work as interns in area pharmacies.
(Textbook: The Pharmacy Technician: A Comprehensive Approach, 2003, Thomson Learning, 1401857914)

JROTC

RTC 201-202	28.03100	Prerequisite: None	Credit: 1
<u>JROTC/Army I</u>		Grade Level: 9-12	Status: Elective

The basic year of JROTC includes a study of the Spirit of American Citizenship and Army JROTC, Techniques of Communication, Leadership, Drill and Ceremonies, Introduction to Cadet Challenge, First Aid, Map Reading, Overview of Citizenship through American History, Your American Citizenship, and Marksmanship.
(Teaching material provided by Army)

RTC 203-204	28.03200	Prerequisite: RTC 202	Credit: 1
<u>JROTC/Army II</u>		Grade Level: 10-12	Status: Elective

The second year of JROTC continues the instruction begun in the first year. It includes Techniques of Communication with a concentration on writing skills, Training for Cadet Challenge, Drill and Ceremonies, First Aid and Hygiene, an Introduction to Drug Abuse Awareness, Training in Map Reading, American Military History, Your American Citizenship, Role of the U.S. Army in National Affairs, Technology Awareness, and Marksmanship.
(Teaching material provided by Army)

JRTC 205-206	28.03300	Prerequisite: RTC 204	Credit: 1
<u>JROTC/Army III</u>		Grade Level: 11-12	Status: Elective

The third year of Leadership Education and Training includes a continuation of Training in Techniques of Communication; Leadership Training with an Emphasis on Problem Solving Techniques; Training for Cadet Challenge; First Aid, Drill and Ceremonies; Drug Abuse Prevention Training; Map Reading; American Military History; Federal Judicial System; Role of the Armed Forces; Technology Awareness; Career Opportunities; and Cadet Challenge.
(Teaching material provided by Army)

RTC 207-208	28.03400	Prerequisite: RTC 206	Credit: 1
<u>JROTC/Army IV</u>		Grade Level: 12	Status: Elective

The fourth year of training is based on a curriculum focused on having the student demonstrate the ability to work self-paced and to complete work in a given time frame. Subjects covered are Techniques of Communication, Leadership, Preparation for Cadet Challenge, Drug Abuse Prevention Programs, and Drill and Ceremonies, American Military History from the Revolutionary Period to the Civil War, American Citizenship as it applies to Individual Responsibilities, Command and Staff procedures at the Battalion Level, Cadet Challenge, and Marksmanship.
(Teaching material provided by Army)

NRTC 201-202	28.02100	Prerequisite: None	Credit: 1
<u>JROTC/Navy I (GHS only)</u>		Grade Level: 9-12	Status: Elective

The first year course includes an introduction to the NJROTC program and leadership, principles of health education, basic seamanship, military drill without arms, military customs and courtesy, first aid, orienteering, survival skills, and physical conditioning.
(Teaching material provided by Navy)

NRTC 203-204	28.02200	Prerequisite: NRTC 202	Credit: 1
<u>JROTC/Navy II (GHS only)</u>		Grade Level: 10-12	Status: Elective

The second year course includes naval orientation, American maritime heritage, leadership and the NJROTC leader, oceanography, health and first aid education, navigation, piloting and rules of the nautical road, physical conditioning, and seamanship (boats, boat handling, signals and watch standing, shipboard indoctrination and military drill with arms.)
(Teaching material provided by Navy)

NRTC 205-206 **28.02300** **Prerequisite: NRTC 204** **Credit: 1**
JROTC/Navv III (GHS only) **Grade Level: 11-12** **Status: Elective**
The third year course includes sea power today, the naval service as a rewarding way of life, naval history (global war at sea, naval leadership, and discipline), the U.S. Navy in American democracy, meteorology and weather, astronomy, electricity and naval electronics, survival training, physical conditioning, and military drill with arms.
(Teaching material provided by Navy)

NRTC 207-208 **28.02400** **Prerequisite: NRTC 206** **Credit: 1**
JROTC/Navv IV (GHS only) **Grade Level: 12** **Status: Elective**
The fourth year course includes Navy career planning and education, naval leadership, training, and evaluation, naval history (the nuclear age, military justice, international law and the sea, national strategy, and naval tactics), naval weapons, naval and maritime logistics, physical conditioning, and naval research and development.
(Teaching material provided by Navy)

METALS

MEW 221-222 **46.54500** **Prerequisite: None** **Credit: 1**
Foundations of Construction (Metals) **Grade Level: 9- 12** **Status: Elective**
The construction technology core curriculum encompasses the basics and fundamentals of common skills spanning a variety of construction occupations. These basic skills, including safety, mathematics, hand tools, power tools, blueprint reading, and basic rigging are essential. Students will be introduced to the fundamentals of SkillsUSA and encouraged to participate in competitive events.
(Textbook: Core Curriculum Introductory Craft Skills, 3rd ed., Pearson/Prentice Hall, 0131091891)

MEW 223-224 **48.58100** **Prerequisite: MEW 222 Preferred** **Credit: 1**
Introduction to Metals **Grade Level: 9- 12** **Status: Elective**
This course 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. Students will be introduced to the fundamentals of SkillsUSA and encouraged to participate in competitive events.
(Textbook: Core Curriculum Introductory Craft Skills, 3rd ed., Pearson/Prentice Hall, 0131091891; Welding One Trainee Guide, Pearson/Prentice Hall, 0131025740)

MEW 231-232 (2 hours) **48.55100** **Prerequisite: MEW 224 Preferred** **Credit: 2**
Arc Welding Processes I **Grade Level: 9- 12** **Status: Elective**
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. Students will be introduced to the fundamentals of SkillsUSA and encouraged to participate in competitive events.
(Textbook: Core Curriculum Introductory Craft Skills, 3rd ed., Pearson/Prentice Hall, 0131091891; Welding One Trainee Guide, Pearson/Prentice Hall, 0131025740; Welding Two Trainee Guide, Pearson/Prentice Hall, 0131025813; Welding Three Trainee Guide, Pearson/Prentice Hall, 0131025864)

MEW 233-234 (2 hours) **48.55700** **Prerequisite: MEW 232 Preferred** **Credit: 2**
Gas Metal ARC Welding (GMAW) Specialty **Grade Level: 10- 12** **Status: Elective**
This course includes specialized training and development of skills in Gas Metal Arc Welding (GMAW) of pipe and aluminum plate and pipe in the 1G, 3G, 5G, and 6G positions. Students will be introduced to the fundamentals of SkillsUSA and encouraged to participate in competitive events.
(Textbook: Core Curriculum Introductory Craft Skills, 3rd ed., Pearson/Prentice Hall, 0131091891; Welding One Trainee Guide, Pearson/Prentice Hall, 0131025740; Welding Two Trainee Guide, Pearson/Prentice Hall, 0131025813; Welding Three Trainee Guide, Pearson/Prentice Hall, 0131025864)

MEW 235-236 (2 hours) **48.55800** **Prerequisite: MEW 232 Preferred** **Credit: 2**
Gas Tungsten ARC Welding (GTAW) Spec. **Grade Level: 10- 12** **Status: Elective**
This course includes specialized training and development of skills in Gas Tungsten Arc Welding (GTAW) of stainless pipe and aluminum plate and pipe in the 1G, 3G, 5G, and 6G positions. Students will be introduced to the fundamentals of SkillsUSA and encouraged to participate in competitive events.
(Textbook: Core Curriculum Introductory Craft Skills, 3rd ed., Pearson/Prentice Hall, 0131091891; Welding One Trainee Guide, Pearson/Prentice Hall, 0131025740; Welding Two Trainee Guide, Pearson/Prentice Hall, 0131025813; Welding Three Trainee Guide, Pearson/Prentice Hall, 0131025864)

MEW 261-262 (2 hours) 48.58200 Prerequisite: MEW 224 Preferred Credit: 2
Foundations of Sheet Metal Grade Level: 9- 12 Status: Elective
 This course is designed too allow students to master basic sheet metal techniques. This course includes the development of skills in basic trade math. Students will identify, rate, select, and use steel and other metals to develop and fabricate basic sheet metal projects. Students will be introduced to the fundamentals of SkillsUSA and encouraged to participate in competitive events.
 (Textbooks: Sheet Metal Level One Trainee Guide, Pearson/Prentice Hall, 0130616133; Sheet Metal Level Two Trainee Guide, Pearson/Prentice Hall, 13047228X; Sheet Metal Level Three Trainee Guide, Pearson/Prentice Hall, 0131026070)

TECHNOLOGY EDUCATION

TEC 201-202 21.42500 Prerequisite: None Credit: 1
Foundations of Engineering and Technology Grade Level: 9-12 Status: Elective
 This course promotes technology awareness in areas of environmental concerns, societal issues and industry standards through the use of problem solving activities and hands on applications with computer modules. These modules include CAD, CAP, CNC, Robotics, Electricity, Research and Design, Weather and Space, Audio/Video Production and Video Editing, Construction Technology, Telecommunications, Computer Graphics, Bio-related Technologies, Graphic design and 3-D Animation. Students will be introduced to the fundamentals of TSA and encouraged to participate in competitive events.
 (Textbook: Technology, Goodheart-Willcox, 1590701593)

TEC 213-214 21.43100 Prerequisite: TEC 202 Preferred Credit: 1
Communication Technology Grade Level: 10-12 Status: Elective
 This course is designed to promote all the methods of communications in society, including Audio/Video Production & Broadcasting, Journalism, Photography, Computer Aided Publishing, Electronic Communications and Multimedia. Students will work in teams to create, design, produce, and solve given problems. This will be achieved through the use of laboratory modules, equipment, time and effort. Students will be introduced to the fundamentals of TSA and encouraged to participate in competitive events.
 (Textbook: Manufacturing and Automation Technology, 2nd ed., Goodheart-Willcox, 1590704843)

TEC 217-218 21.47100 Prerequisite: TEC 202 Preferred Credit: 1
Engineering Concepts Grade Level: 10-12 Status: Elective
 This course is designed to give the student the opportunity to develop a foundation in the basic skills required in the engineering fields. With an emphasis on communication skills required in the global market place, the student will create specialized projects in a chosen area of concentration, as well as, team problem-solving activities. Students will be given the opportunity to build upon the fundamentals of TSA and encouraged to participate in competitive events.
 (Textbook: Engineering Your Future: An Introduction to Engineering, 4th ed., Great Lakes Press, 1881018865)

TEC 219-220 21.47200 Prerequisite: TEC 218 Preferred Credit: 1
Engineering Application Grade Level: 10-12 Status: Elective
 This course is designed to build on the skills learned in Pre-Engineering Technology by incorporating higher level activities in critical thinking and problem solving. Special projects will be completed in CAD/CAM/CIM applications or in communications, construction, energy/power and transportation, manufacturing, and bio-related fields, as well as, team problem-solving activities. Students will be given the opportunity to build upon the fundamentals of TSA and encouraged to participate in competitive events.
 (Textbook: Engineering Your Future: An Introduction to Engineering, 4th ed., Great Lakes Press, 1881018865)

TEC 221-222 21.46100 Prerequisite: TEC 212/220 Preferred Credit: 1
Research, Design, and Project Management Grade Level: 10-12 Status: Elective
 This course is targeted to students interested in problem solving activities of the Technology Student Association. Students will be involved in independent studies of architectural models, CAD, Electronics, Engineering Graphic Analysis, Graphic Design, Manufacturing Prototype, Structural Engineering, Technology Bowl, and research papers. Students will be given the opportunity to build upon the fundamentals of TSA and encouraged to participate in competitive events.
 (Textbook: Engineering Your Future: An Introduction to Engineering, 4th ed., Great Lakes Press, 1881018865)

TEC 231-232 21.44100 Prerequisite: 212/220 Preferred Credit: 1
Materials and Processes Technology Grade Level: 10-12 Status: Elective
 This course is designed to familiarize students with materials and processes through the development of project plans which will include separating, combining, forming, conditioning, and finishing materials in a managed sequence of activities to convert an idea into a manufactured product or service. Students will be given the opportunity to build upon the fundamentals of TSA and encouraged to participate in competitive events.
 (Textbook: Engineering Your Future: A Project Based Introduction to Engineering, 2nd ed., Great Lakes Press, 1881018822)

TEC 233-234 21.44400 Prerequisite: TEC 222 or 232 Credit: 1
Production Technology Grade Level: 10-12 Status: Elective
This course is designed to familiarize students with manufacturing through the development of project plans including the production of products, management, research, development, marketing, and servicing as used by industries providing goods and services specific to products manufactured in plants. Students will be given the opportunity to build upon the fundamentals of TSA and encouraged to participate in competitive events.
(Textbook: Engineering Your Future: A Project Based Introduction to Engineering, 2nd ed., Great Lakes Press, 1881018822)

TEC 235-236 21.44500 Prerequisite: Production Technology Credit: 1
Robotics and Computer Integrated Preferred Status: Elective
Manufacturing Grade Level: 11-12
This course is designed to familiarize students with the material processing, computer aided design (CAD), computer numerical control (CNC), robotics, computer assisted manufacturing (CAM) and computer integrated manufacturing (CIM) applications. The students will collaborate with the instructor to research, design, plan, and implement a variety of robotics and computer integrated manufacturing projects that will produce a product. Students will be given the opportunity to build upon the fundamentals of TSA and encouraged to participate in competitive events.
(Textbook: Engineering Your Future: A Project Based Introduction to Engineering, 2nd ed., Great Lakes Press, 1881018822)

SPECIAL EDUCATION

SECTION I:

Instruction received within the courses noted in this section follow the curriculum set forth by the Georgia Department of Education and the Columbia County School System. These courses are part of the Regular Education Curriculum and meet requirements toward a Regular Education Diploma. Learning support accommodations as specified by the individual student's Individualized Education Plan (IEP) are provided. These courses are not appropriate for students who require modifications to the curriculum. "T1" or "T2" indicate a team-taught course where co-teaching is conducted by a content teacher and a learning specialist. "RS" indicates a course where instruction is provided in a small-group setting by a special education teacher who is certified in the content. "SH" indicates a course where instruction is provided in a small-group setting by a special education teacher with a background in behavioral intervention.

English/Language Arts (Georgia 9-12 Performance Standards)

LNG 311-312T1	23.96100	Prerequisite: None	Credit: 1
LNG 311-312T2	23.86100	Grade Level: 9	Status: Core
LNG 311-312RS	23.86100		
LNG 311-312SH**	23.86100		

9th Grade Literature/Composition (ENGLISH 9)

LNG 321-322T1	23.96200	Prerequisite: LNG 312	Credit: 1
LNG 321-322T2	23.86200	Grade Level: 10	Status: Core
LNG 321-322RS	23.86200		
LNG 321-322SH**	23.86200		

10th Grade Literature/Composition (ENGLISH 10)

LNG 331-332T1	23.95100	Prerequisite: LNG 322	Credit: 1
LNG 331-332T2	23.85100	Grade Level: 11	Status: Core
LNG 331-332RS	23.85100		
LNG 331-332SH**	23.85100		

American Literature/Composition (ENGLISH 11)

LNG 341-342T1*	23.95200	Prerequisite: LNG 332	Credit: 1
LNG 341-342T2*	23.85200	Grade Level: 12	Status: Core
LNG 341-342RS*	23.85200		
LNG 341-342SH**	23.85200		

English Literature/Composition (ENGLISH 12)

These courses are designed for students served in a special education program who are functioning at or below grade level. The courses include vocabulary, grammar, composition, literature, workplace communication skills, and research skills. Selected works of literature are studied along with thinking and reasoning skills. Composition writing emphasizes writing for a variety of purposes with increasing difficulty in skill level and application. All Georgia Performance Standards are covered within this curriculum. Learning support accommodations, not curricular modifications, are provided for students as determined by the Individualized Education Plan (IEP).

*Senior Project is a required element of the LNG 241-242 courses and includes a research paper, a portfolio, a product, and an oral presentation (CCBOE Policy IHF-5).

** These courses are designed specifically for the SandHills Program directed and staffed by the Richmond County Board of Education.

Mathematics (Georgia 9-12 Quality Core Curriculum Standards)

MAT 361-362T1
MAT 361-362T2
MAT 361-362RS
MAT 361-362SH
Integrated Math I

Prerequisite: 8th Grade GPS Math
Grade Level: 9
Credit: 1
Status: Core

MAT 363-364T1
MAT 363-364T2
MAT 363-364RS
MAT 363-364SH
Integrated Math II

Prerequisite: MAT 362
Grade Level: 10
Credit: 1
Status: Core

MAT 365-366T1
MAT 365-366T2
MAT 365-366RS
MAT 365-366SH
Integrated Math III

Prerequisite: MAT 364
Grade Level: 11
Credit: 1
Status: Core

MAT 367-368T1
MAT 367-368T2
MAT 367-368RS
MAT 367-368SH
Integrated Math IV

Prerequisite: MAT 366
Grade Level: 12
Credit: 1
Status: Core

These courses are designed for students in a special education program who are functioning at or below grade level. These courses require 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; represent and operate with complex numbers; use numerical, graphical, and algebraic techniques to explore quadratic, exponential, and piecewise functions and to solve quadratic, exponential and absolute value equations and inequalities; use algebraic models to represent and explore real phenomena; explore inverses of functions; use right triangle trigonometry to formulate and solve problems; discover, justify and apply properties of circles and spheres; use sample data to make informal inferences about population means and standard deviations; and fit curves to data and examine the issues related to curve fitting; analyze polynomial functions of higher degree; explore logarithmic functions as inverses of exponential functions; solve a variety of equations and inequalities numerically, algebraically, and graphically; use matrices and linear programming to represent and solve problems; use matrices to represent and solve problems involving vertex-edge graphs; investigate the relationships between lines and circles; recognize, analyze, and graph the equations of conic sections; investigate planes and spheres; solve problems by interpreting a normal distribution as a probability; investigate and use rational functions; analyze and use trigonometric functions, their graphs, and their inverses; use trigonometric identities to solve problems and verify equivalence statements; solve trigonometric equations analytically and with technology; find areas of triangles using trigonometric relationships; use sequences and series; understand and use vectors; investigate the Central Limit theorem; and use margins of error and confidence intervals to make inferences from data. Learning support accommodations, not curricular modifications, are provided for students as determined by the Individualized Education Plan (IEP).

Science (Georgia 9-12 Performance Standards)

SCI 301-302T1
SCI 301-302T2
SCI 301-302RS
SCI 301-302SH
Physical Science

40.91100
40.81100
40.81100
40.81100

Prerequisite: MS Physical Science
Grade Level: 9
Credit: 1
Status: Core

SCI 323-324T1
SCI 323-324T2
SCI 323-324RS
SCI 323-324SH
Biology

26.91200
26.81200
26.81200
26.81200

Prerequisite: MAT 362/SCI 302
Grade Level: 10
Credit: 1
Status: Core

SCI 325-326T1	40.95100	Prerequisite: MAT 364/SCI 302	Credit: 1
SCI 325-326T2	40.85100	Grade Level: 11	Status: Core
SCI 325-326RS	40.85100		
SCI 325-326SH	40.85100		
<u>Chemistry</u>			

SCI 357-358T1	26.96110	Prerequisite: MAT 364/SCI324	Credit: 1
SCI 357-358T2	26.86110	Grade Level: 11	Status: Core
SCI 357-358RS	26.86110		
SCI 357-358SH	26.86110		
<u>Environmental Science</u>			

These courses are designed for students served in a special education program who are functioning at or below grade level. These courses stress the practical knowledge and application of scientific principles as they relate to day-to-day living. The principles that govern the physical world, including conceptual topics such as measurement and scientific knowledge, motion, forces and fluids, energy, heat and matter, waves, electricity and magnetism, and atomic/nuclear physics are covered in physical science. A fundamental survey of the study of life, including scientific inquiry, biochemistry, cell structure and function, heredity, organic variation, diversity of life, and ecology are covered in biology. The principles that govern the structure and composition of all substances and the changes that may occur with the substance, including topics such as states of matter, atomic structure, chemical composition, reactions, acids and bases, and solutions are covered in chemistry. Laboratory experiments are an integral part of the course requirements for these science courses. Environmental science will provide students with a balanced approach to the diverse study of our environment. Learning support accommodations, not curricular modifications, are provided for students as determined by the Individualized Education Plan (IEP).

Social Studies (Georgia 9-12 Quality Core Curriculum Standards)

SOC 311-312T1	45.98300	Prerequisite: None	Credit: 1
SOC 311-312T2	45.88300	Grade Level: 9-10	Status: Core
SOC 311-312RS	45.88300		
SOC 311-312SH	45.88300		
<u>World History</u>			

It provides a comprehensive, in-depth study of the historical developments from 1500-present. Students examine geography, religions, economics, the arts, learning, and politics to enhance their understanding and appreciation of the many ways the world's people have chosen to live. An instructional emphasis will be placed on the historical backgrounds of Asia, Africa, Europe, and the Americas.

SOC 303T1	45.95700	Prerequisite: None	Credit: ½
SOC 303T2	45.85700	Grade Level: 9-12	Status: Core
SOC 303RS	45.85700		
SOC 303SH	45.85700		
<u>American Government</u>			

Beginning with the study of the US Constitution, this course focuses on the basic concepts and principles of the American political system; the roles, rights, and responsibilities of citizens; the importance of participation; and community service.

SOC 305T1	45.96100	Prerequisite: None	Credit: ½
SOC 305T2	45.86100	Grade Level: 9-12	Status: Core
SOC 305RS	45.86100		
SOC 305SH	45.86100		
<u>Economics/Business/Free Enterprise</u>			

This course focuses on the American economic system. It covers fundamental economical concepts, microeconomics, macroeconomic, and international economic interdependence. This course stresses the ability to analyze and to make decisions concerning public issues and personal finance.

SOC 301-302T1	45.98100	Prerequisite: None	Credit: 1
SOC 301-302T2	45.88100	Grade Level: 11	Status: Core
SOC 301-302RS	45.88100		
SOC 301-302SH	45.88100		
<u>U.S. (American) History</u>			

The study of U.S. History includes an overview of the founding fathers, the American Revolution, constitutional period, antebellum era, and the Civil War. Beginning with the Post- Reconstruction Era, the course includes a more in-depth concentration of both geographic characteristics and the changing political climate of our nation, the wars in which the United States was involved as well as social, economic, political, and contemporary issues.

SOC 375T1	45.97100	Prerequisite: None	Credit: ½
SOC 375T2	45.87100	Grade Level: 9-12	Status: Elective
SOC 375RS	45.87100		
SOC 375SH	45.87100		

World Geography

The student will investigate geographic concepts, physical phenomena and the relationship of people to their environment. Instruction will use the geographic themes of regions, location, place, relationships within places and movement to understand the nature of an interdependent world. There is a strong emphasis on map and globe skills. Students will study regions of the world and how these regions influence the historical, economical, political and cultural development in an interdependent world. This course includes geographic concepts, physical phenomena and the relationship of people to their environment, environmental issues and decision-making skills. It covers regions, location (position on earth's surface), place (physical and human characteristics), relationships within places and movement (human interaction on the earth).

The Social Studies courses noted above are designed for students served in a special education program who are functioning at or below grade level. All students are expected to meet the curriculum standards set forth by the Georgia Department of Education Quality Core Curriculum. Learning support accommodations, not curricular modifications, are provided for students as determined by the Individualized Education Plan (IEP).

SECTION II:

Instruction received within the courses noted in this section follow the curriculum set forth by the Georgia Department of Education and the Columbia County School System. These courses are part of the Regular Education Curriculum and meet requirements toward a High School Diploma. Learning support accommodations as specified by the individual student’s Individualized Education Plan (IEP) are provided. These courses are designed for students served in a special education program who need additional instructional or behavioral support.

Special Education Instructional Support

RAE 201-202	35.86100	Prerequisite: None	Credit: ½ per semester
RAE 203-204	35.86200	Grade Level: 9-12	Status: Elective
RAE 205-206	35.86300		
RAE 207-208	35.86400		

Academic Elective

These courses are offered only to students as determined by the Individualized Education Plan (IEP). The primary purpose of these courses is to provide instructional support relative to organizational skills, study skills, and test-taking skills to enhance students’ mainstream experience. Students will receive assistance in the form of content-specific tutorials and instructional learning strategies. Students who enroll in these courses are required to complete and maintain daily planners to enhance communication between the student, general education teachers, learning specialists, and parents.

Special Education Behavioral Support

RCI 201-202	35.85100	Prerequisite: None	Credit: ½ per semester
RCI 203-204	35.85200	Grade Level: 9-12	Status: Elective
RCI 205-206	35.85300		
RCI 207-208	35.85400		

Critical Issues

SHCI 201-202	35.85100		
SHCI 203-204	35.85200		
SHCI 205-206	35.85300		
SHCI 207-208	35.85400		

“SandHills” SEBD Critical Issues

These courses are offered only to students as determined by the Individualized Education Plan (IEP). The courses focus on affective coping strategies for school, work, and home. following topics will be included in

these courses: communication skills and strategies; social skills and interaction; stress management skills; suicide and family crisis intervention; marriage and family life; real world work opportunities, responsibilities, and occupations; data and resources for adult daily living; and, job/vocational skills and requirements. Students enrolled in these courses will be required to maintain personal daily behavior journals, including checklists indicating mastery of behavioral goals as set forth by the Individualized Education Plan (IEP).

SECTION III:

Instruction received within the courses noted in this section follow the curriculum set forth by the Georgia Department of Education, Columbia County School System, and the Individualized Education Plan (IEP). Courses within this section receive credits/units toward a High School Diploma. Courses within this section are designed to meet the academic and life skill needs of students served in the following special education programs: Profound Intellectual Disability (PID), Severe Intellectual Disability (SID), Moderate Intellectual Disability (MOID), and Mild Intellectual Disability (MID).

PID/SID Courses:

Access to Vocational Living Courses

Prerequisite: IEP
Grade Level: IEP

Credit: 1
Status: Elective

EXC 101-102 20.01550

Family/Community/Careers

EXC 103-104 20.43050

Consumer Economics

EXC 105-106 32.43350

Workplace Readiness

EXC 107-108 32.81150

Career Technical Instruction I

These courses are designed to increase skills needed for community living.

Access to Independent/Social Living and Study Skills

Prerequisite: IEP
Grade Level: IEP

Credit: 1
Status: Elective

EXD 101-102 20.01450

Life Skills and Careers

EXD 103-104 35.05100

Social Skills I

EXD 105-106 35.05200

Social Skills II

EXD 107-108 35.05300

Social Skills III

These courses are designed to increase skills needed for independent and social living.

Access to Language Arts and Communication Skills

Prerequisite: IEP
Grade Level: IEP

Credit: 1
Status: Core

EXL 101-102 23.06150

9th Grade Literature/Composition

EXL 103-104 23.06250

10 Grade Literature/Composition

EXL 105-106 23.05150

American Literature/Composition

EXL 107-108 23.05250

British (English) Literature/Composition

These courses are designed to provide instruction to enhance Language and Communication Skills.

<u>Access to Math Support Lab and Georgia Mathematics I, II, & III</u>	
EXM 101-102	27.04400
<u>Math Support Lab</u>	
EXM 103-104	27.08150
<u>Math I</u>	
EXM 105-106	27.08250
<u>Math II</u>	
EXM 107-108	27.08350
<u>Math III</u>	

Prerequisite: IEP
Grade Level: IEP
Credit: 1
Status: Core

These courses are designed to provide instruction with mathematical concepts, computation skills, and task problem-solving.

<u>Access to Health and Science</u>	
EXSH 101-102	17.01100
<u>Health</u>	
EXSH 103-104	26.06150
<u>Environmental Science</u>	
EXSH 105-106	40.01150
<u>Physical Science</u>	
EXSH 107-108	26.01250
<u>Biology</u>	

Prerequisite: IEP
Grade Level: IEP
Credit: 1
Status: Core

These courses are designed to familiarize the student with basic concepts of health and science.

<u>Access to Social Studies</u>	
EXS 101-102	45.05750
<u>American Government</u>	
EXS 103-104	45.08350
<u>World History</u>	
EXS 105-106	45.08150
<u>American (U.S.) History</u>	
EXS 107-108	45.06150
<u>Economics</u>	

Prerequisite: IEP
Grade Level: IEP
Credit: 1
Status: Core

These courses are designed to familiarize the student with concepts of government, history, and economics.

MOID Courses:

<u>Access to Language Arts and Communication Skills</u>	
MOL 101-102	23.06150
<u>9th Grade Literature/Composition</u>	
MOL 103-104	23.06250
<u>10 Grade Literature/Composition</u>	
MOL 105-106	23.05150
<u>American Literature/Composition</u>	
MOL 107-108	23.05250
<u>British (English) Literature/Composition</u>	

Prerequisite: IEP
Grade Level: IEP
Credit: 1
Status: Core

These courses are designed to provide instruction to enhance Language and Communication Skills. They designed to develop and enhance the skills needed for efficient, functional reading and writing. Areas of concentration include extending comprehension and expanding vocabulary. The major emphasis will be to improve reading skills through an interrelated approach incorporating listening, speaking, reading, writing and spelling.

Access to Math Support Lab and Georgia Mathematics I, II, & III
 MOM 101-102 27.04400
Math Support Lab
 MOM 103-104 27.08150
Math I
 MOM 105-106 27.08250
Math II
 MOM 107-108 27.08350
Math III

Prerequisite: IEP
 Grade Level: IEP
 Credit: 1
 Status: Core

These courses are designed to review and increase basic computational skills in addition, subtraction, multiplication, and division. Concepts particular to Georgia Math I-III will be presented. Additional instructional topics include time, measurement, and monetary transactions.

Access to Social Studies

Prerequisite: IEP
 Grade Level: IEP
 Credit: 1
 Status: Core

MOS 101-102 45.05750
American Government
 MOS 103-104 45.08350
World History
 MOS 105-106 45.08150
American (U.S.) History
 MOS 107-108 45.06150
Economics

These courses are designed to familiarize the student with the government, history, and economics of the United States and major world nations.

Access to Health and Science

Prerequisite: IEP
 Grade Level: IEP
 Credit: 1
 Status: Core

MOSH 101-102 17.01100
Health
 MOSH 103-104 26.06150
Environmental Science
 MOSH 105-106 40.01150
Physical Science
 MOSH 107-108 26.01250
Biology

These courses will emphasize scientific knowledge of physical and life science. Additional instructional topics will include the importance of practicing good health and safety at home, school, and work. Demonstrations in first aid, proper clothing/dressing, proper eating habits, proper disease prevention, good work habits, and proper safety and fire protection will be provided. Safety in various tool usage and precautions against accidents will be taught. Students will be taught appropriate use of medicines and the pitfalls of drug abuse, including over-the-counter, prescription, and illegal drugs.

Access to Independent/Social Living and Study Skills

Prerequisite: IEP
 Grade Level: IEP
 Credit: 1
 Status: Elective

MOI 101-102 20.01450
Life Skills and Careers
 MOI 103-104 35.05100
Social Skills I
 MOI 105-106 35.05200
Social Skills II
 MOI 107-108 35.05300
Social Skills III

Independent/Social Living Skills

These courses provide instruction pertaining to self-help skills relative to personal hygiene, preparing meals and eating, safety and security, appropriate clothing, and other activities related to everyday life.

Access to Vocational Living Courses

Prerequisite: IEP
Grade Level: IEP

Credit: 1
Status: Elective

MOC 101-102 20.01550

Family/Community/Careers

MOC 103-104 20.43050

Consumer Economics

MOC 105-106 32.43350

Workplace Readiness

MOC 107-108 32.81150

Career Technical Instruction I

Vocational/Community Living Skills

The purpose of these courses is to familiarize students with attitudes and skills necessary to enter the working world. Students will be expected to adopt these attitudes and skills so that they will be able to obtain and retain a job and, ultimately, become a productive member of society. The students will explore aspects of different areas to promote appropriate job selection. Students will complete job applications, practice skills to get along with employers and co-workers, develop skills to understand themselves, complete a mock interview, and practice following directions on the job. Students will be introduced to the many resources available in the community.

MID Courses:

MIL 211-212 90.88300

Prerequisite: IEP

Credit: 1

MIL 221-222 90.88400

Grade Level: IEP

Status: Core

MIL 231-232* 90.88500

MIL 241-242 90.88600

English/Language Arts and Communication Skills

These courses are designed to develop and enhance the skills needed for efficient, functional reading and writing. Areas of concentration include extending comprehension and expanding vocabulary. The major emphasis will be to improve reading skills through an interrelated approach incorporating listening, speaking, reading, writing and spelling. The reading content will be career-oriented.

Students will use a dictionary and word-attack skills, recognize new vocabulary words, remember sequences and main events, find and read classified ads in newspapers, complete various application forms, write legible letters, write complete sentences using correct punctuation, use the telephone book, follow and give directions, and retell a story in his/her own words after hearing or reading it.

*Unless state-mandated testing will be conducted via the Georgia Alternative Assessment as specified in the IEP, all students must take the GHS GT; therefore, remedial instruction to enhance knowledge and concepts assessed on the GHS GT will be provided throughout the year in order to prepare the students to take the GHS GT. The course will prepare students to take the Writing and Language Arts portions of the GHS GT.

MIM 251-252 90.83100

Prerequisite: IEP

Credit: 1

MIM 253-254 90.83200

Grade Level: IEP

Status: Core

MIM 255-256* 90.86300

MIM 257-258 90.86400

Basic Mathematics

These courses are designed to review and increase the basic computational skills in addition, subtraction, multiplication, and division. Time, measurement, and monetary transactions are topics of instruction. The individual student's progress will determine further instruction relative to banking, budgeting, decimals, fractions, and problem-solving.

*Unless state-mandated testing will be conducted via the Georgia Alternative Assessment as specified in the IEP, all students must take the GHS GT; therefore, remedial instruction to enhance knowledge and concepts assessed on the GHS GT will be provided throughout the year in order to prepare the students to take the GHS GT. This course will prepare students to take the Math portion of the GHS GT.

MIS 211-212	90.88300	Prerequisite: IEP	Credit: 1
MIS 203	90.85700	Grade Level: IEP	Status: Core
MIS 205	90.86100		
MIS 201-202*	90.88100		
MIS 275	90.87100		

Basic Social Studies (World History, American Government, Economics, US History, World Geography)

These courses are designed to familiarize the student with the history and government of the US and major world nations. Students will receive instruction designed to promote American pride and responsibility and an understanding of the importance of being a citizen. Students will be expected to locate cities, states, and countries on a map or globe, demonstrate an awareness of the Constitution, explain democracy and the three branches of government, and demonstrate knowledge of citizens' rights.

*Unless state-mandated testing will be conducted via the Georgia Alternative Assessment as specified in the IEP, all students must take the GHS GT; therefore, remedial instruction to enhance knowledge and concepts assessed on the GHS GT will be provided throughout the year in order to prepare the students to take the GHS GT. This course will prepare students to take the Social Studies portion of the GHS GT.

MII 211-212	90.81200	Prerequisite: IEP	Credit: 1
MII 213-214	90.88100	Grade Level: IEP	Status: Core
MII 215-216*	90.85100		

Basic Science

These courses are designed to familiarize the student with the basic scientific knowledge of physical and life science. Students will explore topics such as land animals, water life, the human body, the physical characteristics of Earth, and natural resources and Earth conservation.

*Unless state-mandated testing will be conducted via the Georgia Alternative Assessment as specified in the IEP, all students must take the GHS GT; therefore, remedial instruction to enhance knowledge and concepts assessed on the GHS GT will be provided throughout the year in order to prepare the students to take the GHS GT. This course will prepare students to take the Science portion of the GHS GT.

MIC 201-202	90.82100	Prerequisite: IEP	Credit: 1
MIC 203-204	90.82200	Grade Level: IEP	Status: Elective
MIC 205-206	90.82300		
MIC 207-208	90.83300		

Career Skills

The purpose of these courses is to familiarize students with attitudes and skills necessary to enter the working world. Students will be expected to adopt these attitudes and skills so that they will be able to obtain and retain a job and, ultimately, become a productive member of society. The students will explore aspects of different areas to promote appropriate job selection. Students will complete job applications, practice skills to get along with employers and co-workers, develop skills to understand themselves, complete a mock interview, and practice following directions on the job.

MIH 201-202	90.81100	Prerequisite: IEP	Credit: 1
MIH 203-204	90.81200	Grade Level: IEP	Status: Elective
MIH 205-206	90.81300		
MIH 207-208	90.86110		

Health Skills

These courses will emphasize the importance of practicing good health and safety at home, school, and work. Demonstrations in first aid, proper clothing/dressing, proper eating habits, proper disease prevention, good work habits, and proper safety and fire protection will be provided. Safety in various tool usage and precautions against accidents will be taught. Students will be taught appropriate use of medicines and the pitfalls of drug abuse, including over-the-counter, prescription, and illegal drugs.

“Transition” Courses:

SPE 201-202 Job Skills I (One-Hour Block)	32.81100	Prerequisite: IEP Grade Level: 9	Credit: 1 Status: Elective
SPE 203-204 Job Skills II (One-Hour Block)	32.81200	Prerequisite: IEP Grade Level: 10	Credit: 1 Status: Elective
SPE 205-206 Job Skills III (Three-Hour Block)	32.81300	Prerequisite: IEP Grade Level: 11	Credit: 1 Status: Elective
SPE 207-208 Job Skills IV (Three-Hour Block)	32.81400	Prerequisite: IEP Grade Level: 12	Credit: 1 Status: Elective

These courses are designed to develop an understanding of the various vocational and career opportunities in the school and community. The students will be afforded the opportunity to seek out and apply for employment with, or without, the assistance of the instructor, paraprofessional, or job coach. Students who participate in this program will be following a functional curriculum which awards a Transition Diploma; therefore, it is recommended that careful consideration of the student’s academic ability and track be made prior to placement into the “Transition” program.

SECTION IV:

Adaptive Physical Education

PEH 201	36.05100	Prerequisite: None	Credit: ½ or IEP
PEH 201AD	36.95100	Grade Level: 9-12/IEP	Status: Core or IEP

Adaptive Physical Education and Therapeutic Recreation is concerned with enabling individuals with physical, emotional, mental, and social disabilities to acquire appropriate leisure lifestyles. Specific recreation/physical activities are needed as a part of the curriculum to improve physical, mental, emotional, or social functioning. Upon satisfactory improvement in functional level skills, an emphasis is placed on leisure education to assist in the development of a variety of leisure attitudes, values, and skills. The Adaptive PE course content follows the Columbia County School System’s Secondary Curriculum Guide for PE and Health. Accommodations relative to course objectives are made to meet individual student needs as specified by the IEP.