Richmond County School System
High School Course Catalog
2023-2024

Revised 11/14/2022

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Introduction General Information

Purpose

The Richmond County School System Course Catalog is designed to provide parents and students information about graduation requirements, grading, the Georgia Milestones standardized testing program, available courses, Dual Enrollment program, Advanced Placement courses, and various pathways.

Richmond County School System Mission Statement

Building a globally competitive school system that educates the whole child through teaching, learning, collaboration, and innovation.

Richmond County School System Vision

The Richmond County School System will provide an equitable education for all students to prepare them for life beyond the classroom.

Department Phone Numbers

Career, Technical, and Agricultural Education (CTAE)	706-826-1115
Special Education	706-826-1132
Student Services	706-826-1131
Teaching and Learning	706-826-1102

The policies and procedures in this manual are not intended to limit the discretionary authority of, or to create any liability for, or create a cause of action against, the Board of Education or its officers, employees, volunteers or other designated individuals for any act or omission to act related to this policy. Georgia's constitution provides that school district employees are immune from liability when they are preforming discretionary functions and they act without malice or intent to cause injury.

Richmond County School System Graduation Requirements Option A

Below are the high school graduation requirements for students enrolling in the ninth grade for the first time in the 2008-2009 school year and subsequent years. For more information, please refer to Georgia rule 160-4-2-.48 and RCSS Policy IHF.

REQUIRED AREA OF STUDY	HIGH SCHOOL COURSES
English/Language Arts **4 units**	9th Grade Literature/Composition (1 unit) * American Literature/Composition (1 unit) * 2 Additional Units in English/Language Arts
Mathematics **4 units**	• Algebra: Concepts and Connections (1 unit) * • Geometry: Concepts and Connections (1 unit)* • Advanced Algebra: Concepts and Connections (1 unit) * • 4th year math (1unit) 4th year math options: Advanced Mathematical Decision Making, Precalculus, AP Statistics, IB Math, Dual Enrollment or other math courses. Successful completion of Precalculus is recommended before registering for AP Calculus
Science **4 units**	• Biology (1 unit) * • Physical Science or Physics (1 unit) * • Chemistry, Earth Systems, Environmental Science or an AP Science (1 unit) • Additional Science including GADOE 4th Science Options (1 unit) Any AP/IB science course may be substituted for the appropriate courses listed above.
Social Studies **3 units**	• American Government (.5 units) * • Personal Finance and Economics (.5 units) * • World History/AP World History (1 unit) * • U.S. History/AP U.S. History (1 unit)*
Physical Education **1 unit**	• Health and Safety (.5 units) * • Personal Fitness (.5 units) * Three (3) units of credit in JROTC (Junior Reserve Officer Training Corps) may be used to satisfy this 1 Unit requirement.
CTAE (Career, Technical, and Agricultural Education) or Fine Arts, or Modern Language/ Latin **3 units**	**3 units** in CTAE (in the same pathway), Fine Arts or Modern Language/Latin. Students are encouraged to select courses in a focused area of interest.
Additional Elective Units **4 units**	For students entering a University System of Georgia institution, two units of the same World language are required; many colleges and universities require 3 units.
TOTAL	**23 units**

*Courses required for graduation

See pages 47-48 for alternate diploma options

Richmond County School System Graduation Requirements Option B

High School Graduation Option B offers qualified students a unique path to high school graduation. Students choose to simultaneously earn a high school diploma and a college Associate Degree, Technical Diploma, or two (2) Technical Certificates of Credit (TCC's) in a specific career pathway. Some of the required high school courses may be taken under the state-funded Dual Enrollment program.

To earn a high school diploma, students must earn the specified **9** Carnegie units and complete

1. An Associate degree, **or**
2. A diploma from a technical college program **or**
3. Two(2) Technical Certificates in a specified pathway leading to industry certification

REQUIRED AREA OF STUDY	HIGH SCHOOL COURSES
English/Language Arts	**2 Units** • American Literature/Composition (1 unit) • Another English/Language Arts course (1 unit)
Mathematics	**2 Units** • Algebra (1 unit) • Another Mathematics course (1 unit)
Science	**2 Units** • Biology (1 unit) • Another Science course (1 unit)
Social Studies	**2 Units** • U.S. History/AP U.S. History (1 unit) • Another Social Studies course (1 unit) •
Health and Physical Education	**1 Unit** • Health and Safety (.5 units) • Personal Fitness (.5 units)* *Three (3) units of credit in JROTC (Junior Reserve Officer Training Corps) may be used to satisfy the requirements
Dual Enrollment Courses	Students must fulfill postsecondary requirements for: • an Associate Degree, or • a Technical Diploma, or • 2 Technical Certificates in a career pathway and all training prerequisites for any state, national or industry certification or licenses required to work in the field**.**

Important Notes:

1. Students must complete the End of Course Assessments associated with the required courses.
2. Students pursuing this option may not meet all of the admission requirements for University System of Georgia institutions or other college/university programs.
3. Students will not earn a diploma until all requirements (high school and postsecondary) are met.

Georgia Milestones EOC Courses

SBOE Rule 160-3-1-.07 Testing Programs-Student Assessment requires that students enrolled in and completing courses assessed by a Georgia Milestones End-of-Course (EOC) assessment shall take the EOC as a final exam that shall count as a percentage of the final numeric grade for the school year.

Course #		Course Name	Corresponding EOC
English Language Arts			
23.0510		American Literature and Composition	American Literature
23.0530		AP English Language and Composition/American	American Literature
23.0612		IB English B, Year One	American Literature
23.0680		IB English A Literature, Year One	American Literature
23.0730		IB English A Language and Literature, Year One	American Literature
Mathematics			
		State has not released 23-24 info on Milestones	
		for new Math courses	
Science			
26.0120		Biology I	Biology
26.0140		AP Biology	Biology
26.0180		IB Biology, Year One	Biology
Social Sciences			
45.0810		United States History	US History

Georgia DOE Student Assessment **exempts students** enrolled in certain U.S. History AP, IB, and Dual Enrollment courses from taking the EOC. Exemptions are not allowed for ELA, mathematics, and science. Specific rules apply.

Course #	Course Name	Corresponding EOC
45.0820	AP United States History	US History
45.0870	IB History of the Americas, Year One	US History

End-of-Pathway Assessments (EOPA) Information

Georgia's End-of-Pathway Assessment (EOPA) process was derived in direct response to the Perkins IV Legislation (Perkins Act of 2006), Core Indicator 2S1, which mandated states to implement a measurement mechanism that would ascertain the technical skill attainment level of students participating in career and technical education courses. End of Pathway Assessments (EOPAs) are dispensed to Career, Technical and Agricultural Education (CTAE) students who successfully complete all the designated courses in a CTAE pathway. Students who are eligible to participate in EOPA testing activities should have successfully completed the three designated courses in the pathway, or be enrolled in the final designated course of the pathway and be on track to successfully complete the last designated course.

At the end of each school year, the district submits student performance results on EOPAs through the EOPA Data Portal.

Some EOPAs have practice tests that can be ordered and administered to students during first semester. These practice tests should be ordered through the CTAE District Office by **November 1**. Blue prints (study guides) are also available for student use to ensure success on EOPAs. Each CTAE teacher has access to these documents.

Actual assessments are ordered through the CTAE District Office beginning in January. The district contact person should provide the appropriate order form to each school to be submitted. Prior to assessments, CTAE leadership should provide a webinar for school leadership and test coordinators on the EOPAs procedures.

Teachers cannot administer assessments to their own students. This is a violation of testing protocol. Each school is required to select a testing coordinator who should be responsible for receiving assessment data from testing agencies. **Tests are administered in March/April each year with retests in May.** Reference the district testing calendar for exact dates each year.

The Test Coordinator shall be listed with the testing agency as the point of contact for the school, set up accounts with each testing agency, work with the principal to create the school's testing schedule for April, ensure all testing information is submitted on time, and work closely with the CTAE Department to answer any questions about ordering, student information and/or test verification. The coordinator should also be responsible for adhering to the dates on the calendar below.

EOPA Calendar

NOTE: If you have any questions or concerns about the End of Pathway Assessments, please contact the RCSS CTAE Department. ***Georgia DOE End of Pathway Assessment Information***

Month	Activity
October	Order EOPA study resources for all teachers
November-December	Student Information/Test Verification (submitted by CTAE teachers)
January	Principal submit name of Test Coordinator and EOPA Schedule (email to CTAE designee when requested)
February	Student Testing Verification (submit any changes to testing rosters)
February-March	EOPA Ordering (completed by CTAE Office)
March	EOPA Training
April	EOPA Testing
May	Submit Student Verification w/results (email to CTAE designee) All EOPA data entered into Infinite Campus (entered by CTAE Office)

NCAA Georgia High School Rules

Eligibility Filing Reports

In order to be academically eligible to play interscholastic sports, a student must be taking classes that carry at least 2.5 Carnegie Units counting toward graduation. The passing score in all GHSA schools is a score of 70 or higher. Students who transfer from other schools with different guidelines can petition the GHSA for a waiver. Students are also able to obtain tutoring to raise their grades, assuming the school offers tutors for all students.

Grading Protocol

This Grading System includes district procedures for adherence to State Board Rules 160-3-1-.07, 160-4-2-.11 and 160-4-2-.13 in IHA/JBC (4) - R

Grades:

Student performance shall be recorded on the permanent record using numerical grades. These numerical grades represent the following letter grades.

- A Shall represent an average of 90-100
- B Shall represent an average of 80-89
- C Shall represent an average of 75-79.
- D Shall represent an average of 70-74
- F Shall represent an average of below 70

Exams: Final Exams will count for 20% of the overall grade for each high school course.

Georgia Milestone Assessments and other state mandated assessments may not be exempt. Final Exams for students in grades 9-12 may be exempted following guidelines in RCSS Policy IHA-R (1).

Transferring Grades and Credits from Accredited and Non-Accredited Schools:

District procedures to correspond to the State Rule 160-5-1-.15

Course Titles:

Transfer course titles will be changed to the appropriate Richmond County course titles for courses in English, mathematics, science, social studies, foreign language, health, and the specific course Personal Fitness. Transfer elective course titles will be changed to broad categorical titles, such as physical education, business education and other appropriate categories to best meet the description of the appropriate course.

Credit:

Accredited Schools, Home Study Programs, and Non-Traditional Educational Centers:

- Carnegie unit credit received from the schools accredited by a designated regional or state accrediting agency will be accepted as established by Georgia Board of Education Rules and Richmond County School System.
- The Board will not substitute course and exempt students from the required secondary minimum core curriculum unless the student transferred from an accredited secondary school or the courses presented for credit include concepts and skills based on the state-adopted curriculum for grades 9-12.
- For student transcript purposes, grades for courses taken by transferring students will be accepted as recorded on the transcript from the issuing school or program. Grades of students transferring from schools accredited by a designated regional or state

accreditation agency will be recorded as numerical grades. Letter grades for high school transfers will be converted to numerical grades using the following procedures:

Student grades will be subject to the following conversion scale if the transferring school has not assigned a numerical average:

A+	= 99	B+	= 89	C+	= 79	D+	= 74	F = 65	
A	= 95	B	= 85	C	= 77	D	= 72		
A-	= 90	B-	= 80	C-	= 75	D-	= 70		

In cases where the issuing school uses a grading scale different from Richmond County's, the numerical grade to be recorded will be derived by the following steps:

- Converting the transferred numerical grade to a letter grade according to the issuing school's grading scale, and then,
- Assigning a numerical grade based on the preceding conversion scale.

If grades of pass or fail are received, the following procedure must be applied:

- Fail will be recorded as "F", and no course credit will be included in the calculation of the cumulative average;
- Pass will be recorded as "P", and course credit will be awarded however, this course will not be included in the calculation of the cumulative average.

If a situation occurs where the above procedures adversely affects the academic standing of the student, a request for transcript review may be made to the school administration. If dissatisfied with the decision of the school administrator, a written request may be made to the school principal for an appeal to the Richmond County Transcript Review Committee. A Review Committee consisting of two counselors, Director of Student Services, Director of Teaching and Learning, and the Associate Superintendent of Instruction will make the final determination. The Review Committee will meet on a quarterly basis to review requests.

Non-Accredited Schools, Home Study Programs, and Non-Traditional Educational Centers:

Transfer credit shall be validated for courses taken at non-accredited schools, home study programs, and non-traditional educational centers.

High school students transferring from home study programs, non-accredited schools or non-traditional educational centers will have a probationary placement of no longer than three weeks in a 9th grade homeroom until the credits are validated. The student may be enrolled in appropriate level courses based on a review of the transcript until the probationary period ends. High school transfer students must take any state-mandated assessments, including applicable End of Course tests. Units of credit shall be granted for courses that meet state-adopted curriculum standards for grades 9-12 as evidenced by the validation process.

The process for validating credits reported from non-accredited home study programs, non-accredited schools or non-traditional educational centers includes:

- Administration of EOC Assessment or system assessment for courses that have one associated and,
- For courses that have no EOC or standardized assessment associated, a review of the transferred courses must occur.

Validation by the administration of End-of-course Assessment or other standardized assessments

A student must take and pass mandatory state testing course assessment, EOC or a district assessment, with a minimum of 70 grade conversion to receive credit for the course. A student enrolling from a non-accredited school will receive one test administration opportunity to demonstrate proficiency in order to earn credit for a course that requires the EOC. If the student does not pass the EOC on that administration, the student will not receive credit for that course. If the course is required to receive a high school diploma, the student shall enroll in the course and take the EOC at the completion of the course. Upon earning a passing score on the EOC or standardized assessment, the grade as shown on the transcript from the non-accredited school, non-traditional education center or from a home school will be awarded.

Repeated Courses:

- Once a student has received credit for a course, he/she may not repeat the course for additional credit or to improve his/her grade.
- A student may repeat for credit a course in which he/she has received an F. Both grades must be recorded on the cumulative record and calculated in the grade point average.

Grade Point Average:

A student's grade point average (GPA) is based on quality points (See chart below regular high school courses 4.0 scale and AP, IB and College/University Courses 5.0 scale) awarded for each grade earned. High school student transcripts include the GPA, class rank and numerical average.

Valedictorian/Salutatorian

The Valedictorian is the student with the highest quality point cumulative GPA in the senior class. The Salutatorian is the student with the second highest quality point cumulative GPA in the senior class. After the first semester computation of average, the Valedictorian and Salutatorian will be announced on the first Friday in February each year. The Valedictorians and Salutatorians must attend their representative high school their Junior and Senior years prior to receiving this honor. If students vying for Valedictorian or Salutatorian have identical quality point GPA averages, the 100-point scale GPA shall be considered.

QUALITY POINTS	
Regular Courses	**Advanced Placement (AP), International Baccalaureate (IB) and College/University courses**
A = 4 Quality Points	A = 5 Quality Points
B = 3 Quality Points	B = 4 Quality Points
C = 2 Quality Points	C = 3 Quality Points
D = 1 Quality Points	D = 2 Quality Points
F = 0 Quality Points	F = 0 Quality Points

Course Levels and Codes

xx.**0**xxxxxx	General Education
xx.**1**xxxxxx	Remedial
xx.**2**xxxxxx	Gifted
xx.**3**xxxxxx	Distance/Virtual Learning (GAVS/Edgenuity)
xx.**4**xxxxxx	CTAE
xx.**5**xxxxxx	CTAE
xx.**7**xxxxxx	Work-Based Learning
xx.**8**xxxxxx	Pull-out
xx.**9**xxxxxx	Co-Teaching
xx.xxxxxx**3**	Honors*
xx.xxxxxx**4**	Advanced Placement (AP)*
xx.xxxxxx**5**	International Baccalaureate (IB)*
xx.xxxx**0**xx	Reserved for State Use
xx.xxxx**1**xx	Reserved for State Use
xx.xxxx**2**xx	Locally Funded
xx.xxxx**3**xx	Credit In Lieu of Enrollment
xx.xxxx**4**xx	MOWR/Dual Enroll Credit

xx.xxxx**5**xx	Joint Enrolled **No Credit**
xx.xxxx**6**xx	Out-Of-State Public School Credit
xx.xxxx**7**xx	Private (In/Out-State) School Credit
xx.xxxx**8**xx	Out of USA Credit
xx.xxxx**9**xx	Home School Credit

***RCSS only; not GADOE code**

Number Details for Infinite Campus Use

Most digits in the course number are state defined.

The **whole number** identifies the discipline or content area.

The **first digit to the right of the decimal** identifies the type of instruction

- 0 = general
- 1 = remedial
- 2 = gifted
- 3 = distance learning
- 4 = one-hour lab CTAE
- 5 = two-hour lab CTAE
- 7 = work-based learning
- 8 = general education class in a special education setting
- 9 = general education class in a general education setting with special education support

The **second, third, and fourth digits** to the right of the decimal are static.

The **fifth digit** to the right of the decimal will generally be a zero. However, local school systems should follow state guidelines to determine if other digits should be used. For instance

- A 4 as the fifth numerical digit to the right of the decimal indicates that the students receive credit for the course while taking it for **dual enrollment** credit

If you see more than 1 course number, it's because of the **eighth and ninth digits (6th and 7th digits after the decimal)**.	
Digit 8	**Digit 9**
Semester or Year Long	**Special Course**
1-1st semester for 0.5 credit	3- Honors
2-2nd semester for 0.5 credit	4-AP Class
8-year long for 1 credit	5-IB Class
	6-Virtual or grade level

Dual Enrollment

Georgia's Dual Enrollment Program provides funding for students who are dually enrolled at a participating eligible public or private high school, or home study program in Georgia, and a participating eligible postsecondary institution in Georgia. These students take postsecondary coursework for credit towards both high school graduation or home study completion and postsecondary degree, diploma, or certificate requirements. The program is offered during all terms of the school year: fall, spring and summer semester or fall, winter, spring and summer quarter. Eligible students can take academic or Career, Technical and Agricultural Education (CTAE) courses. Courses taken in the core academic areas (English, math, science, social studies and world/foreign languages) are used in the high school HOPE Scholarship calculation. Career, Technical and Agricultural Education (CTAE) courses are aligned with the GA DOE Career Clusters and Pathways but are not used in the high school HOPE Scholarship calculation.

Course Directory
The Course Directory lists all eligible courses by participating postsecondary institutions. Eligible courses per category are determined by the first two digits of high school course number. More information is available on the GAfutures Dual Enrollment Course Directory page.

Course categories such as fine arts, physical education and health are no longer eligible for Dual Enrollment funding.

Funding Cap Eligibility

How many hours will be paid for by the Dual Enrollment funding Program?

- The Dual Enrollment Funding Cap is 30 semester or 45 quarter hours.
- The Funding Cap is a hard cap based on hours paid by the Dual Enrollment funding program for terms of enrollment (as invoiced by the postsecondary institutions).
- The Funding Cap does not include dual credit coursework attempted and paid by other sources.
- All first-time students, as of Summer term 2020 and beyond, are subject to the Dual Enrollment Funding Cap.
- Students who received Dual Enrollment funding for 18 semester/28 quarter or less hours, through Spring term 2020, are subject to the Funding Cap. For Summer Term 2020 and later, these students may receive funding for the remaining hours up to the Dual Enrollment Funding Cap of 30 semester or 45 quarter hours.

Examples

- A student who received Dual Enrollment funding for 15 semester hours through Spring term 2020 may receive Dual Enrollment funding for 15 semester hours, Summer term 2020 and after.
- A student who has received Dual Enrollment funding for 24 quarter hours through Spring term 2020 may receive Dual Enrollment funding for 21 quarter hours, Summer term 2020 and after.

- Students who received Dual Enrollment funding for 19 semester/29 quarter or more hours through Spring term 2020 have a Funding Cap of an additional 12 semester hours or 18 quarter hours of funding.

Examples:

- A student who received Dual Enrollment funding for 19 semester hours through Spring term 2020 may receive Dual Enrollment funding for 12 semester hours, Summer term 2020 and after.
- A student who received Dual Enrollment funding for 29 quarter hours through Spring term 2020 may receive Dual Enrollment funding for 18 quarter hours, Summer term 2020 and after.

Grade Level Eligibility

Who is eligible to participate in the Dual Enrollment (DE) funding Program?

- Students who are enrolled and physically attending a participating eligible public or private high school in Georgia or an eligible participating home study program in Georgia may participate.

Dual Enrollment funding Program regulations do not supersede high school nor postsecondary policies, which students must abide by, in order to be eligible to participate in the program.

9th Graders

- Students in the 9th grade are not eligible to participate in the DE funding Program.

10th Graders

- All eligible 10th Graders may enroll in approved Career, Technical and Agricultural Education courses listed on the Course Directory at a participating TCSG institution only.
- 10th Graders who have a minimum SAT score of 1200 or minimum ACT composite score of 26 in a single national test administration may enroll in any approved

courses listed on the Course Directory at a TCSG, USG or private eligible participating postsecondary institution.

11th & 12th Graders

- Eligible students may take any approved DE courses listed on the Course Directory at an eligible participating postsecondary institution (USG, TCSG or private).

Note: Georgia Student Finance Commission must have the required test score(s) in the Dual Enrollment system prior to the student's Dual Enrollment funding Application being approved by the high school or home study.

For Summer term, what grade level is a student?

High schools may mark their students in the next grade level, in the Dual Enrollment (DE) funding application, if they have met the local promotion requirements to go to the next level regardless of how they may be notated in the SIS at the time of summer enrollment in DE courses.

Would a student who completed 10th grade in the spring be eligible for Dual Enrollment funding as an 11th grader for the summer term?

Yes. Students who complete 10th grade in the spring are eligible for Dual Enrollment (DE) funding as 11th graders for the summer term as long as they have met the local promotion requirements to go to the next level regardless of how they may be notated in the SIS at the time of summer enrollment in DE courses. High schools may mark the students next grade level on the DE funding application.

High School Graduation Option B (formerly known as SB2) Students

How is a student identified as pursuing High School Graduation Option?

- Students must be designated by their public high school as pursuing High School Graduation Option.
- All new public high school students, designated by their high school, as pursuing High School Graduation Option B starting Summer term 2020 or after are subject to the Funding Cap.
- Public high school students, designated by their high school, pursuing High School Graduation Option B as of Spring term 2020, and having received Dual Enrollment funding as an Option B student, may enroll in any approved Dual Enrollment courses at a TCSG, USG or private eligible participating postsecondary institution for their High School Graduation Option B program. They are not subject to the Funding Cap.

How does a student apply to participate in Dual Enrollment?

Click here to view a tutorial video of the application process.

- The new annual application is available on GAfutures and may be completed by high school and home study students who are enrolled and physically attending a participating eligible public or private high school in Georgia or an eligible participating home study program in Georgia.
- First - Students must create a GAfutures account profile with their correct information (legal name, email address, home address, social security number and date of birth). If the student does not have a valid social security number, when creating a GAfutures account profile, they will be assigned a GAfutures temporary ID when completing a Dual Enrollment funding application.
- Second – Students select the Dual Enrollment funding Application for the current school year, the student's GAfutures account profile will prepopulate their demographic information. Within the application the student provides: a parent/guardian's email address for the parent/guardian to electronically complete the Dual Enrollment Participation Agreement and the colleges to attend for Dual Enrollment. The student will receive an onscreen and email message with their application ID upon submission of the application.
- Third – Parents/guardians must complete the Dual Enrollment funding Participation Agreement. An email will be sent to the parent with instructions to access and complete the agreement electronically. If the parent/guardian cannot complete the online agreement they can visit GAfutures.org\DE Parent Agreement to access the paper agreement.

Dual Enrollment Funding

What is covered by the Dual Enrollment funding award?
The award amounts listed in the FY 2023 Program Regulations are the amounts from FY 2023 and are not official award amounts. The current (FY 2024) award amounts have yet to be determined.

- The specific Dual Enrollment award amount will vary based on the postsecondary institution and the number of credit hours in which a student is enrolled in approved Dual Enrollment courses.
- The approved award rates to be paid for Tuition, Mandatory Fees, and Book costs are annually published and subject to change each year.
- Dual Enrollment funding is available for the per term maximum of 15 semester or 12 quarter hours and a maximum of three semesters or four quarters per school year

based on approved enrollment with a completed Dual Enrollment funding application as long as the student meets all eligibility requirements.

- Dual Enrollment funding is available up to the student's high school graduation or home study completion date or the 30 semester or 45 quarter hours Funding Cap, whichever occurs first.

While receiving Dual Enrollment funding, will the student have to pay for anything?

Students may incur expenses for course related fees and supplies required for a particular course or optional fee charged by the postsecondary institution. If the postsecondary institution provided the textbooks through a lending program, the student may be charged a lost or damaged book fee, up to $75 or the cost of the book, whichever is less, if the book is not returned in the required condition.

What charges are students responsible for when they are receiving Dual Enrollment Funding?

Upon reaching the Funding Cap, the Eligible Postsecondary Institution may charge tuition and a prorated portion of the Mandatory Fees and book costs, based on credit hours not covered by Dual Enrollment funding.

Students are responsible for charges as a result of hours which are not covered by the Dual Enrollment funding program such as continuing to enroll in dual enrollment coursework upon reaching the Funding Cap or enrollment in courses not listed on the approved Course Directory.

What costs is the student responsible to pay when reaching the Dual Enrollment Funding Cap?

Students are responsible for charges as a result of hours which are not covered by the Dual Enrollment funding program such as continuing to enroll in dual enrollment coursework upon reaching the Funding Cap or enrollment in courses not listed on the approved Course Directory.

Upon reaching the Funding Cap, the Eligible Postsecondary Institution may charge tuition and a prorated portion of the Mandatory Fees and book costs, based on credit hours not covered by Dual Enrollment funding.

What options are available after a student reaches the Dual Enrollment Funding Cap?

- Students may choose to self-pay for additional credit hours/courses. Check with the college for required tuition, fee, and book costs etc.

- Students who self-pay are not required to complete the Dual Enrollment funding application. Students must complete the college Admissions Application and meet college payment deadlines for tuition and fees. Check with your high school advisor and college Admissions or Dual Enrollment office for any other forms or requirements.
- Students who have reached the Dual Enrollment Funding Cap may be eligible for HOPE or Zell Miller Grant Program as a "bridge" to additional funding. Students pursuing a technical diploma or certificate program of study in one of the HOPE Career Grant approved high-demand industry areas may qualify for the HOPE Grant and HOPE Career Grant as part of the HOPE Grant Bridge funding.
- Public high school students pursuing a high school diploma through High School Graduation Option B (SB2), may qualify for the HOPE Grant and HOPE Career Grant based on the two certificates or diploma program they are pursuing as their High School Graduation Option B requirements.

Can students take courses not approved for Dual Enrollment funding?

The student and parent need to discuss the options with the high school advisor and college admissions office to check policy.

Can a student retake or withdraw from a Dual Enrollment course?

- Effective Summer term 2020 (FY2021), a student may not receive funding for the same course twice. Courses taken Summer term 2020 or later cannot be retaken and receive Dual Enrollment funding. Courses taken prior to Summer 2020 are not included.
- Effective Summer term 2020 (FY2021), students become ineligible to continue to receive Dual Enrollment funding for future terms after their 2nd course withdrawal.

Is there consideration for extenuating circumstances with withdrawals or retaking a course?

Consideration given only for courses taken Summer term 2020 or later.

- A student who withdrew from or wishes to retake/repeat a Dual Enrollment course may submit a written Extenuating Circumstance Exception Request form with supporting documentation.
- The student must have experienced an extenuating circumstance of serious illness, serious injury or a death of an immediate family member.

- Exceptions do not allow for additional hours of Dual Enrollment program funding eligibility. The Exception solely allows for continued participation in the Dual Enrollment program, up to 30 semester or 45 quarter hours program Funding Cap.

What are the eligibility requirements to receive HOPE Grant, Career Grant, or Zell Miller Grant funding?

All students must meet each of the following:

- Must meet Georgia residency and citizenship requirements of the Technical college system of Georgia or the University System of Georgia based on attending college.
- Must meet Satisfactory Academic progress academic requirements.
- Enrollment in a technical certificate or diploma program

The participating eligible Postsecondary Institution determines if students meet the HOPE Grant or Zell Miller Grant and HOPE Career Grant eligibility requirements.

What is the HOPE Career Grant?

Students enrolled in one of the majors/programs on the approved high-demand industry areas list may receive HOPE Career Grant along with HOPE Grant or Zell Miller Grant.

Will there be out of pocket expense if I receive HOPE and Zell Miller Grant?

Students are responsible for any charges not covered by the Grant programs such as tuition, fees and books.

What are the academic eligibility requirements of the HOPE and Zell Miller Grants?

- A student eligible to receive HOPE Grant funds must have a minimum postsecondary GPA of 2.00 at the 30 paid hours and 60 paid hours checkpoints. A student loses eligibility for failure to maintain the minimum 2.00 HOPE Grant GPA.
- A student eligible to receive Zell Miller Grant funds must maintain a minimum postsecondary GPA of 3.5 at the end of each postsecondary term of enrollment. A student who loses Zell Grant eligibility, may be eligible to receive HOPE Grant if they have at least a 2.0 GPA at the end of the postsecondary term checkpoint.

How will receiving HOPE/Zell Miller Grant affect my eligibility to receive HOPE or Zell Miller Scholarship?

The course credit hours paid by HOPE Grant or Zell Miller Grant funding are applied to the 63 semester Paid Hours Grant limit. Also, those Paid Hours count against the HOPE Scholarship and Zell Miller Scholarship Paid Hours in the Combined Paid Hours Limit. The courses do not count in the College level HOPE Scholarship or Zell Miller Scholarship GPA calculation.

Be advised:

No exceptions are allowed for the approved courses, grade level, Funding Cap or High School Graduation Option B status eligibility requirements effective 2020-2021 (beginning Summer term 2020).

Advanced Placement (AP®)

With AP®, students can take college-level course work in high school. When students take AP courses and exams, they demonstrate to college admission officers that they have sought out an educational experience that will prepare them for success in college and beyond. Performing well on an AP exam means more than just the successful completion of a course. Most colleges and universities accept successful exam scores for credit, advanced placement, or both. Research consistently shows that students who are successful in AP typically experience greater academic success in college than those who do not participate in AP.

Advanced Placement courses follow curriculum set by the College Board. The teacher of an AP course has to submit a syllabus for approval to the College Board to make certain that the curriculum for the course meets College Board standards. Students in AP courses earn an extra quality point for each letter grade (except for a failing grade). Richmond County School System AP students do not pay for these exams, and they may register for an AP Exam for any AP course they take. Students should register with their AP teachers to take the exam. Students who opt to take an AP exam for a course they have not completed should register and pay for that exam independently. The AP Building Coordinator can assist with the registration process. Depending upon the requirements set by each college or university, a student may be able to exempt the course in college and/or earn college credit for the course. The workload for an AP course is college level.

SAT/ACT Prep and Tools for Success

35.0660012 35.0660022	SAT/ACT Preparation	The SAT (Scholastic Assessment Test) and ACT (American College Test) are standardized tests for college admissions in the USA. The SAT exam evaluates a candidate's readiness for college and his/her knowledge in the area of mathematics and Evidence Based Reading and Writing. The ACT test measures what a student already knows. It covers material that the student should have learned during high school. The SAT/ACT Prep course is designed to help prepare students for the both tests. In addition to reviewing the basic verbal and mathematical skills assessed on the test, students learn test-taking strategies specific to the exams.
35.0670012 35.0670022	Tools for College Success I	This course is designed to increase the probability of a student's success in college by helping them obtain skills necessary to reach their educational objectives. The class provides the opportunity to learn and adapt skills proven to promote success in college, including study skills and personal life skills. It integrates personal growth, learning techniques, academic and career success, problem solving, critical, and creative thinking. The course focuses on the following topics: self-evaluation and assessment, goal setting, career decision making, educational planning, time and financial management techniques, instructor-student relationships, cultural diversity, stress management, campus resources, learning styles and strategies, note-taking, test taking, memory and concentration.
35.0610090	Hub Study Skills	Course for Cyber Academy of Excellence at RCTCM Teacher will facilitate course to help students understand the importance of preparing for the Security+ industry certification exam. Students will be provided the standards, procedures and resources to conduct a thorough review of the Cyber Security course material(s), lesson plan(s), tutorial(s) and simulation(s) by taking randomized simulated exams covering all domains with essential questions and problems in order prepare for the Security+ Certification Exam.
35.0880015	IB Personal and Professional Skills, Year One	The IB Personal and Professional Skills course emphasizes the development of transferable skills needed to operate successfully in society. The course focuses on critical and ethical thinking, intercultural understanding, and the ability to communicate effectively. IB Personal and Professional Skills covers a minimum of 90 hours spanning spring of junior year during 7th period (7INT02) and the fall of senior year during the six period day (INT650). The class will also present students with opportunities to focus on the other IBCP Core Requirements, including the Reflective Project, the Language Extension, and the Service Learning Component.
35.0610012	9th Grade AVID Elective Class Major Concepts/Content	An academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction that utilizes a rigorous college-preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities, and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and

		reading to support their academic growth. Additionally, students engage in activities centered around exploring college and career opportunities and their own agency. 9th grade AVID Elective course will serve as a review of the AVID philosophy and strategies. Students will work on academic and personal goals and communication, adjusting to the high school setting. Students will increase their awareness of their personal contributions to their learning as well as their involvement in their school and community. There is an emphasis on analytical writing, focusing on personal goals and thesis writing. Students will work in collaborative settings, learning how to participate in collegial discussions and use sources to support their ideas and opinions. Students will prepare for and participate in college entrance and placement exams while refining study skills and test-taking, note-taking, and research techniques. They will take an active role in field trips and guest-speaker preparations and presentations. Their college research will include financial topics and building their knowledge of colleges and careers of interest.
35.0620012	10th Grade AVID Elective Class Major Concepts/Content	Students will refine the AVID strategies to meet their independent needs and learning styles. Students will continue to refine and adjust their academic learning plans and goals, increasing awareness of their actions and behaviors. As students increase their rigorous course load and school/community involvement, they will refine their time-management and study skills accordingly. Students will expand their writing portfolio to include analyzing prompts, supporting arguments and claims, character analysis, and detailed reflections. Students will also analyze various documents in order to participate in collaborative discussions and develop leadership skills in those settings. Students will expand their vocabulary use, continuing to prepare for college entrance exams. Text analysis will focus on specific strategies to understand complex texts. Lastly, students will narrow down their colleges and careers of interest based on their personal interests and goals.
35.0630012	11th Grade AVID Elective Class Major Concepts/Content	An academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction that utilizes a rigorous college-preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities, and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their academic growth. Additionally, students engage in activities centered around exploring college and career opportunities and their own agency. The 11th grade AVID Elective course is the first part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. In addition to the academic focus of the AVID seminar, there are college-bound activities, methodologies, and tasks that should be undertaken during the junior year to support students when they apply to four-year universities and confirm their postsecondary plans.
35.0640012	12th Grade AVID Elective Class Major Concepts/Content	An academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive

		instruction that utilizes a rigorous college-preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities, and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their academic growth. Additionally, students engage in activities centered around exploring college and career opportunities and their own agency. The 12th grade AVID Elective course is the second part in a junior/senior seminar course that focuses on the writing and critical thinking expected of first- and second-year college students. Students will complete a final research essay project with research skills gained in their junior year in AVID. In addition to the academic focus of the AVID senior seminar, there are college-bound activities, methodologies, and tasks that should be achieved during the senior year that support students as they apply to four-year universities and confirm their postsecondary plans. All AVID seniors are required to develop and present a portfolio representing their years of work in the AVID program, as well as complete the requirements for the seminar course.

If you see more than 1 course number, it's because of the **eighth and/**or **ninth digits**.	
Digit 8	**Digit 9**
Semester or Year Long	**Special Course**
1-1st semester for 0.5 credit	3- Honors
2-2nd semester for 0.5 credit	4-AP Class
8-year long for 1 credit	5-IB Class
	6-Virtual or grade level

Many courses are offered as "12" (first semester), "22" (second semester) AND "82" (year-long).

A course may also be offered as an Honors class, even though that course number is not listed in this course catalog. If the course is offered as an Honors class, the course number in Infinite Campus will end with a 3.

English Language Arts Course Options

Grade	On-grade Pathway	Honors Pathway
9th	*9th Grade Literature	Honors 9th Grade Literature OR Gifted 9th Grade Literature
10th	10th Grade Literature	Honors 10th Grade Literature OR Gifted 10th Grade Literature
11th	*American Literature (EOC) OR Dual Enrollment Option	Honors American Literature (EOC) OR AP Language/American Lit (EOC) *NOTE- AP Language alone does not meet graduation requirement* *OR* Dual Enrollment Option
12th	British Literature OR Dramatic Writing OR Dual Enrollment Option	Honors British Literature OR AP Literature OR Dual Enrollment Option

*Required for graduation

Course Descriptions - English Language Arts

Course Number	Course Name	Course Description	Recommended Pre-requisite
23.0430014 23.0430024	Advanced Placement Language/ Composition	This course focuses on content, purpose, and audience as the guide for the students' organization in writing. The course will enable students to become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts. The students will compose for a variety of purposes with a clear understanding of writer's purpose, audience expectations, and subjects as well as the way conventions and resources of language contribute to writing effectiveness. Expository, analytical, and argumentative writings support the academic and professional communication required by colleges; personal and reflective writing support the development of writing facility in any context. Students will examine primary and secondary sources to synthesize materials for their writing.	American Lit
23.0610012 23.0610022 Or 23.0610082	Ninth Grade Literature and Composition	*****Ninth Grade Literature and Composition focuses on a study of literary genres and informational texts; the students develop initial understanding of both the structure and the meaning of a literary work. The students explore the effect of the literary form in regards to interpretation. The students will read across the curriculum to develop academic and personal interests in different subjects. The	8th Grade Language Arts

		students will also demonstrate competency in a variety of writing genres: argumentative, informational/expository, and narrative. The students will engage in research, timed writings, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking, rather than in isolation. The students demonstrate an understanding of speaking and listening for a variety of purposes. *(Graduation Requirement)*	
23.0620012 23.0620022 Or 23.0620082	Tenth Grade Literature and Composition	Tenth Grade Literature and Composition focuses on a study of literary genres and informational texts; the students develop understanding that theme is what relates literature to life and that themes are recurring in the literary world. The students explore the effect of themes in regard to interpretation. The students will read across the curriculum to develop academic and personal interests in different subjects. While the focus is writing argument in tenth grade literature, the student will also demonstrate competency in informative/expository and narrative writing genres. The student will engage in research, timed writings, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking, rather than in isolation. The students demonstrate an understanding of speaking and listening for a variety of purposes.	9th Grade Lit/Comp
23.06300	World Literature and Composition	This course focuses on a study of world literature and informational texts; the students develop an understanding of chronological context and the relevance of period structures in literature within world cultures. A focus is to explore the ways the work's place of origin affects its structure and how the chronology of a literary work affects its meaning. The students develop an understanding of literature as both a culture's product and a culture-bearer. An exploration of commonalities and differences among works of literature from different times and places in the world is a major component. The students will read across the curriculum to develop academic and personal interests in different subjects. This course reflects grade-level appropriate Georgia Standards of Excellence.	9th Grade Lit/Comp
23.0510012 23.0510022 Or 23.0510082	American Literature/ Composition	*****American Literature/Composition focuses on the study of American literature and informational texts, writing modes and genres, and essential conventions for reading, writing, and speaking. The students read a variety of informational and literary texts in all genres and modes of discourse. Reading across the curriculum develops students' academic and personal interests in different subjects. While expository writing is the focus in American literature, the students will also demonstrate competency in argumentative and narrative genres. The students will engage in research, timed writing, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking. The students demonstrate an understanding of speaking and listening for a variety of purposes. **End of Course Exam** *(Graduation Requirement)*	10th Grade Lit/Comp
23.0520012 23.0520022 Or 23.0520082	British Literature and Composition	British Literature and Composition focuses on the study of British literature and informational texts, writing modes and genres, and essential conventions for reading, writing, and speaking. The students develop an understanding of chronological context and the relevance of period structures in British literature. The students develop an understanding of the ways the period of literature affects its structure and how the chronology of a work affects its	American Lit/Comp

		meaning. The students encounter a variety of informational and literary texts and read texts in all genres and modes of discourse. Reading across the curriculum develops the students' academic and personal interests in different subjects. While the continued focus is expository writing in British literature, the student will also demonstrate competency in argumentative and narrative genres. The students will engage in research, the impact that technology has on writing, timed writing, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking, rather than in isolation. The students demonstrate an understanding of speaking and listening skills for a variety of purposes.	
23.0530014 23.0530024	Advanced Placement English Language and Composition - American Literature	Advanced Placement English Language and Composition/ American Literature focuses on the study of American literature and informational texts, embracing its rhetorical nature and recognizing the literature as a platform for argument. It also emphasizes a variety of writing modes and genres and the essential conventions of reading, writing, and speaking. The students will develop an understanding of how historical context in American literature affects its structure, meaning, and rhetorical stance. The course will enable students to become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts. The students will encounter a variety of informational, literary, and non-print texts from across the curriculum and read texts in all genres and modes of discourse, as well as visual and graphic images. Instruction in language conventions and essential vocabulary will occur within the context of reading, writing, speaking, and listening. The students will demonstrate an understanding of listening and for a variety of purposes. This course will focus on the consideration of subject, occasion, audience, purpose, speaker, and tone as the guide for effective writing, as well as the way generic conventions and resources of language contribute to writing effectiveness. The students will compose a variety of writing, including expository, analytical, and argumentative writings which support the academic and professional communication required by colleges; and personal and reflective writings which support the development of writing facility in any context. The students will produce responses to timed writing assignments, as well as writing that proceeds through several stages or drafts, which include opportunities for revision guided by feedback from teacher and peers. Students will analyze primary and secondary sources and develop the research skills needed to effectively synthesize these sources for their writing. An AP syllabus must be submitted and approved by the College Board.	9th Grade Lit/Comp
23.0650014 23.0650024	Advanced Placement English Literature and Composition	Advanced Placement English Literature and Composition focuses on an intensive study of representative works from various literary genres and periods. The focus is on the complexity and thorough analysis of literary works. The students will explore the social and historical values that works reflect and embody. The textual detail and historical context provide the foundation for interpretation: the experience of literature, the interpretation of literature, and the evaluation of literature. Writing to evaluate a literary work involves making and explaining judgments about its artistry and exploring its underlying social and cultural values through analysis,	American Lit/Comp

		interpretation, and argument (e.g. expository, analytical, and argumentative essays). The writers will develop stylistic maturity: strong vocabulary, sentence variety, and effective use of rhetoric to maintain voice. An AP syllabus will be submitted and approved by College Board.	
23.0380014 23.0380024	Advanced Placement Seminar	Advanced Placement Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. An AP syllabus will be submitted and approved by College Board.	None
23.0370014 23.0370024	AP Research	AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense. An AP syllabus will be submitted and approved by College Board.	AP Seminar
52.0920012 52.0920022 Or 52.0920082	Dramatic Writing	In Dramatic Writing students apply skills to culminate in creating and developing dramatic writing for theatrical media with special emphasis on film and television. Includes development of “writerly stance” by reading, viewing, and analyzing tests and visual media from a writer’s point of view, with focus on understanding the construction process and including the application of conventions of standard English grammar and usage. Students who successfully complete Dramatic Writing, as an embedded course, shall also receive one unit of credit for Advanced Composition (course number 23.03400) beginning with students enrolled in the 2018-2019 school year and subsequent years. Dramatic Writing, when offered as a standalone course, meets the fourth English Language Arts requirement for high school graduation and meets the fourth English Language Arts requirement for admission to the University System of Georgia and the Technical College System of Georgia.	American Lit/Comp
23.0340012 23.0340022 Or 23.0340082	Advanced Composition	This course focuses on the writing process (planning, drafting, and revising). The students will focus on different writing genres and organizational structures: expository, argument, narrative, descriptive, comparison-contrast, exemplification, process analysis, classification, cause and effect, and definition. Advanced	American Lit/Comp

		language skills (grammar and usage) will be a major component of this class. An emphasis on research is also required.	
23.0680015 23.0680025	IB English A Literature, Year One	International Baccalaureate English A Literature Year One (IB schools only) focuses on the thematic approach to world literature, research, oral and written composition including, but not limited to, major works of American literature and informational texts. The main emphasis is on the effect of history on American literature. Students write expository, analytical, and research-based essays. The students gain an understanding of the different genres of literature and writing. The students observe and listen critically and respond appropriately to written and oral communication. Conventions are essential for reading, writing, and speaking. Instruction in language conventions will, therefore, occur within the context of reading, writing, and speaking rather than in isolation. The students understand and acquire new vocabulary and use it correctly in reading, writing, and speaking.	American Lit/comp
23.0690015 23.0690025	IB English A Literature, Year Two	International Baccalaureate English A Literature Year Two (IB schools only) focuses on a thematic approach to world literature and includes reading Latin American works in translation and works written in English from any country other than the United States. The course focuses on world literature by and about people of diverse ethnic backgrounds. Students explore themes of linguistic and cultural diversity by comparing, contrasting, analyzing, and critiquing writing styles and universal themes. The students write expository, argumentative, narrative, analytical, and response essays. A research component is critical. The students observe and listen critically and respond appropriately to written and oral communication. Conventions are essential for reading, writing, and speaking. Instruction in language conventions will, therefore, occur within the context of reading, writing, and speaking rather than in isolation. The students understand and acquire new vocabulary and use it correctly in reading, writing, and speaking.	International Baccalaureate English A Literature, Year One
23.0390015 23.0390025	IB Theory of Knowledge ELA, Year One	Theory of Knowledge is a capstone course for the International Baccalaureate Diploma Program. In Theory of Knowledge (or TOK), students learn to compare, synthesize and evaluate the methods of learning acquired in their other IB classes. Students develop critical thinking skills comparing and contrasting Ways of Knowing (Sense Perception, Language, Emotion and Reason) and Areas of Knowledge (Human Sciences, Natural Sciences, Mathematics, The Arts, Ethics, and History).	None
23.0400015 23.0400025	IB Theory of Knowledge ELA, Year Two	Theory of Knowledge is a capstone course for the International Baccalaureate Diploma Program. In Theory of Knowledge (or TOK), students learn to compare, synthesize and evaluate the methods of learning acquired in their other IB classes. Students develop critical thinking skills comparing and contrasting Ways of Knowing (Sense Perception, Language, Emotion and Reason) and Areas of Knowledge (Human Sciences, Natural Sciences, Mathematics, The Arts, Ethics, and History).	TOK Year 1
23.0320012 23.0320022 Or 23.0320082	Journalism I	Journalism I focuses on an introduction to journalistic writing through an analysis of newspapers, yearbooks, literary magazines, and broadcast journalism. A concentration on the following components of journalistic writing may include, but is not limited to the interview process; evaluating sources; the purpose, structure, and diction in writing; and training in the various	None

		technology used in publishing. Students should participate in news gathering, the study of journalism ethics and laws, and the aspects of copy writing, editing, and revising. If a publication is produced, the students will be exposed to the process of publishing and how to manage a successful publication.	
23.0330012 23.0330022 Or 23.0330082	Journalism II	Journalism II offers an advanced study of journalistic writing. Skills from Journalism I are continued as the students focus on a more intense analysis of print and broadcast journalism. This course requires more critical thinking and more in-depth writing as related to newspaper, yearbook and/or literary magazine. Students will also be expected to gain more independence in the daily tasks of producing a publication.	None
23.0350012 23.0350022 Or 23.0350082	Journalism III	Journalism III is an extension of Journalism I and II; the students will enhance and hone the skills in journalistic writing, with a main focus on analysis of print and broadcast publications. An in-depth coverage of level-two topics will serve as the main premise. Students will evaluate and apply skills appropriately and efficiently to various publication opportunities and activities, both in-school and out-of- school.	None
23.0360012 23.0360022 Or 23.0360082	Journalism IV	Journalism IV is designed for students who have mastered skills in Journalism III. The students will publish journalistic articles as appropriate either in a school newspaper (print or electronic), yearbook or literary magazine. The range of opportunities to apply skills will be increased and students are expected to manage all aspects of the publishing process with the delivery of a final publication.	None
23.0460012 23.0460022 Or 23.0460082	Speech/ Forensics I	This course is a detailed study of forensic speaking including extemporaneous speaking, oration, interpretation of literature, and debate. There is an emphasis on understanding various forensic speaking formats and the importance of applying reasoning, research, and delivery skills. Critical thinking is a major component of this course.	None
23.0470012 23.0470022 Or 23.0470082	Speech/ Forensics II	This course is an extension of Speech/Forensic I. The course provides a review of the skills covered in the first course. The emphasis for this course is classical and contemporary theory. The students will understand the philosophical basis of argumentative theory.	None
23.0480012 23.0480022 Or 23.0480082	Speech/ Forensics II	This course is designed for intensive training in directed research. Students will research various sources including, but not limited to, computer networks, legal journals, and government documents. Students will become aware of the complexity of social issues and public policy. Through this understanding, students will be able to formulate sound arguments and understand counterarguments. Speaking skills will be honed through practice and performance.	None
23.0490012 23.0490022	Speech/ Forensics IV	This course is designed to provide students ample opportunities to improve the ability to present a persuasive position through speech. Persuasive speaking skills are refined by researching, effective presentation, and compelling articulation of persuasive ideas. The student will understand and appreciate the importance of public speaking, clear writing, sound debate, advertising, mass media, politics, and law. The key component will be to understand the role of advocacy in society.	None

23.0830012 23.0830022	Basic Reading/Writing I	This course provides fundamental skills development in the five strands of the GSE courses: Reading Literary texts, Reading Informational texts, Writing, Speaking and Listening, and Language. The setup is a language lab setting; the class includes drill and practice opportunities in reading comprehension, vocabulary development, writing (according to the GSE literary and informational texts, and writing genres associated with the students' English course), speaking, and critical thinking.	None

*Required for graduation

If you see more than 1 course number, it's because of the **eighth and/**or **ninth digits**.	
Digit 8	**Digit 9**
Semester or Year Long	**Special Course**
1-1st semester for 0.5 credit	3- Honors
2-2nd semester for 0.5 credit	4-AP Class
8-year long for 1 credit	5-IB Class
	6-Virtual or grade level

Many courses are offered as "12" (first semester), "22" (second semester) AND "82" (year-long).

A course may also be offered as an Honors class, even though that course number is not listed in this course catalog. If the course is offered as an Honors class, the course number in Infinite Campus will end with a 3.

Mathematics Course Options

Grade	Support Pathway	On-grade Pathway	Honors Pathway
9th	Co-Requisite Algebra Support for Concepts & Connections	*Algebra: Concepts & Connections Formerly: Algebra I	Geometry: Concepts & Connections Or Honors *Algebra: Concepts & Connections
10th	Co-Requisite Geometry Support for Concepts & Connections	*Geometry: Concepts & Connections Formerly: Geometry	*Advance Algebra Concepts & Connections Formerly: Algebra II Or Enhanced Advanced Algebra & Precalculus: Concepts & Connections Or *Honors Geometry: Concepts & Connections
11th	Co-Requisite Advanced Algebra Support for Concepts & Connections	*Advanced Algebra Concepts & Connections Formerly: Algebra II	Enhanced Advanced Algebra & Precalculus: Concepts & Connections Formerly: Precalculus Or AP Precalculus Or AP Statistics OR AP Calculus OR IB Options
12th	Advanced Mathematical Decision Making OR AP Statistics OR Dual Enrollment	Enhanced Advanced Algebra & Precalculus OR Precalculus or AP Statistics OR AP Calculus OR Advance Mathematical Decision Making OR Dual Enrollment	AP Calculus OR AP Statistics OR AP Calculus and AP Statistics OR Dual Enrollment OR IB Options

*Required for graduation

Note: Students can enroll in Dual Enrollment for mathematics after completion of Algebra Concepts and Connections, Geometry Concepts and Connections, and Advanced Algebra Concepts and Connections or Enhanced Advanced Algebra and Precalculus Concepts and Connections.

Course Descriptions – Mathematics

Course Number	Course Name	Course Description	Recommended Pre-requisite
27.0811012 27.0811022 27.0811082	Algebra: Concepts and Connections	*This course is designed as the first course in a three-course series. Students will apply their algebraic and geometric reasoning skills to make sense of problems involving algebra, geometry, bivariate data, and statistics. This course focuses on algebraic, quantitative, geometric, graphical, and statistical reasoning. In this course, students will continue to enhance their algebraic reasoning skills when analyzing and applying a deep understanding of linear functions, sums and products of rational and irrational numbers, systems of linear inequalities, distance, midpoint, slope, area, perimeter, nonlinear equations and functions, quadratic expressions, equations and functions, exponential expressions, equations, and functions, and statistical reasoning. *(Graduation Requirement)*	8th grade Math
27.0812012 27.0812022 27.0812082	Co-Requisite Algebra Concepts and Connections	This course is designed to be used as a co-requisite support course for Algebra: Concepts and Connections to support student learning in the core mathematics course. This course is awarded elective mathematics credit.	8th grade Math
27.0821012 27.0821022 27.0821082	Geometry: Concepts and Connections	*This course is designed as the second course in a three-course series. This course enhances students' geometric, algebraic, graphical, and probabilistic reasoning skills. Students will apply their algebraic and geometric reasoning skills to make sense of problems involving geometry, trigonometry, algebra, probability, and statistics. Students will continue to enhance their analytical geometry and reasoning skills when analyzing and applying a deep understanding of polynomial expressions, proofs, constructions, rigid motions and transformations, similarity, congruence, circles, right triangle trigonometry, geometric measurement, and conditional probability. High school course content standards are listed by big ideas including Data and Statistical Reasoning, Probabilistic Reasoning, Functional and Graphical Reasoning, Patterning and Algebraic Reasoning, and Geometry Patterning and Spatial Reasoning *(Graduation Requirement)*	Algebra: Concepts and Connections
27.0822012 27.0822022 27.0822082	Co-Requisite Geometry: Concepts and Connections	This course is designed to be used as a co-requisite support course for Geometry: Concepts and Connections to support student learning in the core mathematics course. This course is awarded elective mathematics credit.	Algebra: Concepts and Connections

27.0831012 27.0831022 27.0831082	Advanced Algebra: Concepts and Connections	*Advanced Algebra: Concepts & Connections is the culminating course in a sequence of three high school courses designed to ensure career and college readiness. It is designed to prepare students for fourth course options relevant to their career pursuits. High school course content standards are listed by big ideas including Data and Statistical Reasoning, Probabilistic Reasoning, Functional and Graphical Reasoning, Patterning and Algebraic Reasoning, and Geometry Patterning and Spatial Reasoning. This course is designed as the third course in a three-course series. This course enhances students' geometric, algebraic, graphical, and probabilistic reasoning skills. Students will apply their algebraic and geometric reasoning skills to make sense of problems involving geometry, trigonometry, algebra, probability, and statistics. Students will continue to enhance their analytical geometry and reasoning skills when analyzing and applying a deep understanding of polynomial expressions, proofs, constructions, rigid motions and transformations, similarity, congruence, circles, right triangle trigonometry, geometric measurement, and conditional probability. *(Graduation Requirement)*	Geometry: Concepts And Connections
27.0832012 27.0832022 27.0832082	Co-Requisite Advanced Algebra Support for Advanced Algebra: Concepts and Connections	This course is designed to be used as a co-requisite support course for Advanced Algebra: Concepts and Connections to support student learning in the core mathematics course. This course is awarded elective mathematics credit.	Geometry: Concepts And Connections
27.0931012 27.0931022 27.0931082	New Course! Enhanced Advanced Algebra and Precalculus: Concepts and Connections	Enhanced Advanced Algebra & Precalculus is a thoughtful blend of Advanced Algebra: Concepts & Connections and Precalculus. Students will be provided the opportunity to develop a deep understanding of concepts in Algebra that are critical to the study of Calculus as well as an understanding of trigonometry and its applications. This course enhances students' geometric, algebraic, graphical, and probabilistic reasoning skills. Students will apply their algebraic and geometric reasoning skills to make sense of problems involving geometry, trigonometry, algebra, probability, and statistics. Students will continue to enhance their analytical geometry and reasoning skills when analyzing and applying a deep understanding of polynomial expressions, proofs, constructions, rigid motions and transformations, similarity, congruence, circles, right triangle trigonometry, geometric measurement, and conditional probability.	Geometry: Concepts And Connection
27.0841012 27.0841022 27.0841082	Precalculus	Precalculus is a fourth-year math option for students who have completed Advanced Algebra (or the equivalent). The course provides students with the opportunity to develop a deeper understanding of concepts in Algebra that are critical to the study of Calculus as well as an understanding	Advanced Algebra: Concepts and Connections

		of trigonometry and its applications. Throughout the course there should be a focus on notational fluency and the use of multiple representations. The course includes the study and analysis of piecewise and rational functions; limits and continuity as related to piecewise and rational functions; sequences and series with the incorporation of convergence and divergence; conic sections as implicitly defined curves; the six trigonometric functions and their inverses; applications of trigonometry such as modeling periodic phenomena, modeling with vectors and parametric equations, solving oblique triangles in contextual situations, graphing in the Polar Plane; solutions of trigonometric equations in a variety of contexts; and the manipulation and application of trigonometric identities.	
0000	AP Precalculus	AP Precalculus prepares students for other college-level mathematics and science courses. The framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. Students study each function type through their graphical, numerical, verbal, and analytical representations and their applications in a variety of contexts. Furthermore, students apply their understanding of functions by constructing and validating appropriate function models for scenarios, sets of conditions, and data sets, thereby gaining a deeper understanding of the nature and behavior of each function type.	Advanced Algebra: Concepts and Connections
27.0780012 27.0780022 27.0780082	Calculus	Calculus is a fourth-year math option for students who have completed Precalculus. The course provides students with the opportunity to develop an understanding of the derivative and its applications as well as the integral and its applications. Throughout the course there should be a focus on notational fluency and the use of multiple representations. The course includes the study and analysis of limits and continuity as applied to a variety of functions; the derivative as related to limits and continuity; various derivative rules such as product, quotient, and chain; applications of the derivative including curve analysis, applied max/min situations, related rate problems, and use of Mean Value Theorem; the definite integral as a limit of Riemann sums; properties of definite integrals; the Fundamental Theorem of Calculus as it relates derivatives and integrals; techniques of integration including u-substitution; and applications of the integral including solving separable differential equations, finding a particular solution curve given an initial condition, area between curves on a coordinate plane, and average value situations.	Precalculus
27.0850012 27.0850022 27.0850082	Advanced Mathematical Decision Making	Advanced Mathematics Decision Making is a fourth mathematics course designed to ensure career and college readiness. The course will give students further experiences with statistical information and summaries, methods of designing and conducting statistical studies, an opportunity to analyze various voting processes, modeling	Advanced Algebra: Concepts and Connections

		of data, basic financial decisions, and use network models for making informed decisions.	
27.0720014 (AB) 27.0720024 (AB) 27.0730014 (BC) 27.0730024 (BC)	AP Calculus	AP Calculus is a fourth mathematics college equivalency course with a focus on students' understanding of calculus concepts and provide experience with methods and applications. Through the use of big ideas of calculus (e.g., modeling change, approximation and limits, and analysis of functions), each course becomes a cohesive whole, rather than a collection of unrelated topics. Both courses require students to use definitions and theorems to build arguments and justify conclusions. The courses feature a multi-representational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems. A sustained emphasis on clear communication of methods, reasoning, justifications, and conclusions is essential. Teachers and students should regularly use technology to reinforce relationships among functions, to confirm written work, to implement experimentation, and to assist in interpreting results.	Precalculus Recommended
27.0740014 27.0740024	AP Statistics	The AP Statistics is a fourth mathematics college equivalency course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the AP Statistics course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.	Algebra II
27.0531085 (YR 1 - SL) 27.0532085 (YR 2 - SL) 27.0533085 (YR 1 - HL) 27.0534085 (YR 2 - HL)	IB Analysis &Approaches	The IB Analysis & Approaches is a rigorous pre-university third and fourth course option. The focus is on developing important mathematical concepts in a comprehensible, coherent and rigorous way, achieved by a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve abstract problems as well as those set in a variety of meaningful contexts. There are six themes evident in the content, skills, and assessment in the IB Analysis & Approaches course: number and algebra, functions, geometry and trigonometry, statistics and probability, calculus, and problem solving.	Algebra II
27.0535085 (YR 1 - SL) 27.0536085 (YR 2 - SL) 27.0537085 (YR 1 - HL) 27.0538085 (YR 2 - HL)	IB Applications & Interpretation	The IB Applications & Interpretation is a rigorous pre-university third and fourth course option. The focus is on developing important mathematical concepts in a comprehensible, coherent and rigorous way, achieved by a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve abstract problems as well as those set in a variety of meaningful contexts. There are five themes evident in the content, skills, and assessment in the IB Applications & Interpretation course: number and algebra, functions,	Algebra II

		geometry and trigonometry, statistics and probability, and calculus.	

*Required for graduation

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Digit 8	**Digit 9**
Semester or Year Long	**Special Course**
1-1st semester for 0.5 credit	3- Honors
2-2nd semester for 0.5 credit	4-AP Class
8-year long for 1 credit	5-IB Class
	6-Virtual or grade level

Many courses are offered as "12" (first semester), "22" (second semester) AND "82" (year-long).

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Science Course Options

Grade	On-grade Pathway	Honors Pathway
9th	Environmental Science	*Honors/Gifted Biology (EOC)
10th	*Biology (EOC)	Honors/Gifted Chemistry
11th	*Physical Science	*Physics or AP Physics OR Forensics OR AP Biology OR AP Environmental Science OR AP Chemistry OR Dual Enrollment Option
12th	Chemistry OR Human Anatomy and Physiology OR Earth Systems OR Fourth Science Options (GA determined) OR Dual Enrollment Option	Human Anatomy and Physiology OR Forensics OR Scientific Research 1 OR AP Biology OR AP Environmental Science OR AP Physics OR Fourth Science Options (GA Determined) OR Dual Enrollment Option

*Required for graduation

Course Descriptions – Science

Course Number	Course Name	Course Description	Recommended Pre-requisite
26.0120012 26.0120022 Or 26.0120082	*Biology	*The Biology curriculum is designed to continue student investigations of the life sciences that began in grades K-8 and provide students the necessary skills to be proficient in biology. This curriculum includes more abstract concepts such as the interdependence of organisms, the relationship of matter, energy, and organization in	None

		living systems, the behavior of organisms, and biological evolution. Students will investigate biological concepts through experience in laboratories and field work using the processes of inquiry *(Graduation Requirement)*	
26.0120012 26.0120022 Or 26.0120082	*Physical Science	*The Physical Science curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to have a richer knowledge base in physical science. This course is designed as a survey course of chemistry and physics. This curriculum includes the more abstract concepts such as the conceptualization of the structure of atoms, motion and forces, and the conservation of energy and matter, the action/reaction principle, and wave behavior. Students investigate physical science concepts through experience in laboratories and field work using the processes of inquiry. *(Graduation Requirement)*	None
26.0611012 26.0611022 Or 26.0611082	Environmental Science	The Environmental Science curriculum is designed to extend student investigations that began in grades K-8. This curriculum is extensively performance, lab and field based. It integrates the study of many components of our environment, including the human impact on our planet. Instruction should focus on student data collection and analysis. Some concepts are global; in those cases, interpretation of global data sets from scientific sources is strongly recommended.	None
40.0510012 40.0510022 Or 40.0510082	Chemistry	The Chemistry curriculum is designed to continue student investigations of the physical sciences that began in grades K -8 and provide students the necessary skills to be proficient in chemistry. This curriculum includes more abstract concepts such as the structure of atoms, structure and properties of matter, characterization of the properties that describe solutions and the nature of acids and bases, and the conservation and interaction of energy and matter. Students investigate chemistry concepts through experience in laboratories and field work using the processes of inquiry	Biology and Algebra I
40.0810012 40.0810022 Or 40.0810082	*Physics	*The Physics curriculum is designed to continue student investigations of the physical sciences that began in grades K -8 and provide students the necessary skills to be proficient in physics. This curriculum includes more abstract concepts such as interactions of matter and energy, velocity, acceleration, force, energy, momentum, and charge. This course introduces the students to the study of the correction to Newtonian physics given by quantum mechanics and relativity. Students investigate physics concepts	Algebra II (or concurrently w/ Algebra II)

		through experience in laboratories and field work using the processes of inquiry. *(Graduation Requirement)*	
26.0730012 26.0730022 OR 26.0730082	Human Anatomy and Physiology	The human anatomy and physiology curriculum is designed to continue student investigations that began in grades K-8 and high school biology. This curriculum is extensively performance and laboratory based. It integrates the study of the structures and functions of the human body, however rather than focusing on distinct anatomical and physiological systems (respiratory, nervous, etc.) instruction should focus on the essential requirements for life. Areas of study include organization of the body; protection, support and movement; providing internal coordination and regulation; processing and transporting; and reproduction, growth and development.	Biology
40.0930012 40.0930022 Or 40.930082	Forensic Science	In this course students will learn the scientific protocols for analyzing a crime scene, how to use chemical and physical separation methods to isolate and identify materials, how to analyze biological evidence and the criminal use of tools, including impressions from firearms, tool marks, arson, and explosive evidence	Biology and Chemistry
40.0640012 40.0640022 Or 40.0640082	Earth Systems	Earth Systems is a yearlong course that is designed to continue investigations that began in K-8 Earth Science and Life Science. Students will discover the connections among the Earth's systems throughout Earth's history. These systems – the atmosphere, hydrosphere, geosphere, and biosphere – interact through time to produce the Earth's landscapes, ecology, and resources. This course develops explanations of phenomena fundamental to the sciences of geology and physical geography including the early history of the Earth, plate tectonics, landform 47 evolution, weather and climate, and the Earth's geologic record.	None
26.0140014 26.0140024	AP Biology	This course is designed to be the equivalent of a two -semester college introductory biology course usually taken by biology majors during their first year. The AP Biology course is designed to be taken by students after the successful completion of a first course in high school biology and in high school chemistry. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. The topics covered on the course are molecules and cells, heredity and evolution, and organisms and populations.	Biology and Chemistry
26.0620014 26.0620024	AP Environmental Science	AP Environmental Science is designed to provide students with the scientific principles, concepts, and methodologies required to understand the	Biology and Chemistry

		interrelationships of the natural world, to identify and analyze environmental problems both natural and human made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. The following themes provide a foundation for the structure of the AP Environmental Science course: (1) Science is a process, (2) Energy conversions underlie all ecological processes, (3) The Earth itself is one interconnected system, (4) Humans alter natural systems, (5) Environmental problems have a cultural and social context, and (6) Human survival depends on developing practices that will achieve sustainable systems.	
40.0530014 40.0530024	AP Chemistry	This course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Students should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. AP chemistry students should study topics related to the structure and states of matter (atomic theory, atomic structure, chemical bonding, nuclear chemistry, gases laws, kinetic molecular theory, liquids and solids and solutions), chemical reactions (reaction types, stoichiometry, equilibrium, kinetics, and thermodynamics), and descriptive chemistry (chemical reactivity, products of chemical reactions, relationships in the periodic table, and organic chemistry).	Biology and Chemistry
40.0831014 40.0831024	AP Physics 1	AP Physics I is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, student will develop scientific critical thinking and reasoning skills.	Biology and Chemistry and Algebra I and II
26.0180015 26.0180025	IB Biology, Year 1	Major topics for the first year of this course include statistical analysis, cells, the chemistry of life, nucleic acids and proteins, cellular respiration, photosynthesis, genetics and biotechnology. Students will construct, analyze, and evaluate hypotheses (including research questions and predictions), scientific methods (including techniques and procedures), and scientific explanations of the biological world.	Successful completion of all MYP Science Courses in 9th and 10th grad
26.0190015 26.0190025	IB Biology, Year 2	Major topics for year two include plant science, ecology (including options and accompanying objectives) evolution (including options and accompanying objectives), and human health and physiology. Students will continue to construct, analyze, and evaluate hypotheses (including research questions and predictions),	IB Biology, Year 1

		scientific methods (including techniques and procedures), and scientific explanations of the biological world.	
26.0630015 26.0630025	IB Environmental Systems Year 1 This is an IB Elective	The course provides students with a coherent perspective on the environment that is essentially scientific, and above all enables them to adopt an informed and responsible stance on the wide range of environmental issues they will inevitably come to face. Students are required to study four broad topics; systems and models, ecosystems, global cycles and physical systems, and human population and carrying capacity.	Successful completion of all MYP Science Courses in 9th and 10th grade
26.0631015 26.0631025	IB Environmental Systems Year 2 This is an IB Elective	Through studying environmental systems and societies (ES&S) students will be provided with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face.	IB Environmental Systems and Societies, Year 1
40.0713015 40.0713025	IB Theory of Knowledge Physical Science, Year One	Theory of Knowledge is a capstone course for the International Baccalaureate Diploma Program. In Theory of Knowledge (or TOK), students learn to compare, synthesize and evaluate the methods of learning acquired in their other IB classes. Students develop critical thinking skills comparing and contrasting Ways of Knowing (Sense Perception, Language, Emotion and Reason) and Areas of Knowledge (Human Sciences, Natural Sciences, Mathematics, The Arts, Ethics, and History).	None
40.0714015 40.0714025	IB Theory of Knowledge Physical Science, Year Two	Theory of Knowledge is a capstone course for the International Baccalaureate Diploma Program. In Theory of Knowledge (or TOK), students learn to compare, synthesize and evaluate the methods of learning acquired in their other IB classes. Students develop critical thinking skills comparing and contrasting Ways of Knowing (Sense Perception, Language, Emotion and Reason) and Areas of Knowledge (Human Sciences, Natural Sciences, Mathematics, The Arts, Ethics, and History).	TOK Year 1
40.0850015 40.0850025	IB Physics, Year 1	This course is designed to introduce students to the laws of physics, the experimental skill required in physics, and the social and historical aspects of physics as an evolving body of human knowledge about nature. Students will study six topics: physical measurement, mechanics, thermal physics, waves, electricity and magnetism, and atomic and nuclear physics.	Successful completion of all MYP Science Courses in 9th and 10th grade
40.0860015 40.0860025	IB Physics, Year 2	This course is the continuation of IB Physics, Year 1. The curriculum during the second year of the course includes topics in electricity and magnetism, waves, optics, thermodynamics, and nuclear physics. The laboratory skills mastered	IB Physics, Year 1

		during the first year of the course are used to complete the Internal Assessment IB requirements (documented laboratory experiments).	
40.0921012 40.0921022 Or 40.0921082	Scientific Research I	Students taking the Scientific Research I course will develop projects that are mostly suggested or required by their teacher. It is expected that the students will receive strong support from their teacher and their research projects could be completed in a time frame of weeks. Presentation of the projects developed at this level will happen mostly in a classroom setting or school site science fair.	Instructor Approval

*Required for graduation

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Semester or Year Long	**Special Course**
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2-2nd semester for 0.5 credit	4-AP Class
8-year long for 1 credit	5-IB Class
	6-Virtual or grade level

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Social Studies Course Options

Grade	Option 1	Option 2
9th	*American Government (semester course)/World Geography (semester course)	*American Government (semester course)/*Personal Finance & Economics (semester course)
10th	*World History	*AP World History
11th	*United States History (EOC)	*+AP United States History
12th	*Personal Finance & Economics/ Personal Financial Literacy or Psychology or Sociology or Current Issues	AP Psychology or AP Human Geography or AP Government or AP Economics or AP European History

*Required for graduation

+Testing Programs-Student Assessment exempts students enrolled in U.S. History AP, IB, and Dual Enrollment courses from taking the EOC.

Course Descriptions - Social Studies

Course Number	Course Name	Course Description	Recommended Pre-requisite
45.0570002	American Government/ Civics	*American Government/Civics provides students with a background in the philosophy, functions, and structure of the United States government. Students examine the philosophical foundations of the United States government and how that philosophy developed. Students also examine the structure and function of the United States government and its relationship to states and citizens *(Graduation Requirement)*	NONE
45.0610002	Personal Finance and Economics	*Economics is the study of how individuals, businesses, and governments make decisions about the allocation of scarce resources. The economics course provides students with a basic foundation in the field of economics. The course has five sections: fundamental concepts, microeconomics, macroeconomics, international economics, and personal finance. In each area, students are introduced to major concepts and themes concerning that aspect of economics. *(Graduation Requirement)*	NONE

45.0670000	Personal Financial Literacy	Financial literacy describes the skills needed for understanding the interactions of people with money and related matters. The course is designed to help students develop that understanding by describing, analyzing, and evaluating many financial topics that most students will directly experience. The standards in the course are consistent with nationally recognized concepts that are important to healthy financial literacy. The elements of the course are aligned with current technology and laws - both of which can change rapidly - so instructors should verify any information they feel may be outdated. The standards and elements can be taught in any sequence.	NONE
45.0810012 45.0810022 Or 45.0810082	United States History	*United States History provides students with a survey of major events and themes in United States history. The course begins with English settlement and concludes with significant developments in the early 21st Century. *(Graduation Requirement)*	NONE
45.0830012 45.0830022 Or 45.0830082	World History	*World History provides students with a comprehensive, intensive study of major events and themes in world history. Students begin with a study of the earliest civilizations worldwide and continue to examine major developments and themes in all regions of the world. The course culminates in a study of change and continuity and globalization at the beginning of the 21st century. *(Graduation Requirement)*	NONE
45.0711002	World Geography	World Geography investigates regions of the world and how these regions influence the historical, economic, 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).	NONE
45.0150002	Psychology	Psychology is based upon the scientific study of behavior and mental processes. It is a unique science that often necessitates the use of special measurements and research methods. The course has four sections: psychological foundations and research, biological foundations, change in behavior and cognition, and variability of behavior among individuals and groups.	NONE
45.0310002	Sociology	Sociology is an introductory study in sociology, the study of social behavior and the organization of human society. Students will learn about the historical development of the field of sociology and the procedures for conducting research in sociology. Students will also learn the importance and role of culture, social structure, socialization, and social change in today's society.	NONE
45.0120002	Current Issues	Current Issues analyzes current issues and influences that are related to these issues and examines how decisions are made concerning those issues. It integrates and reinforces social studies skills.	NONE
45.0160014 45.0160024	AP Psychology	AP Psychology conforms to College Board topics for the Advanced Placement Introductory Psychology	NONE

		Examination. Covers methods, approaches and the history of psychology as a science, biological bases of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, developmental psychology, personality, testing and individual differences, abnormal psychology, treatment of psychological disorders and social psychology.	
45.0770014 45.0770024	AP Human Geography	AP Human Geography is equivalent to an introductory college-level course in human geography. The course introduces 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 socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012).	NONE
45.0820014 45.0820024	AP United States History	AP United States History conforms to the College board topics for Advanced placement US History. Covers discovery and settlement, Colonial Society and the American Revolution, Constitution and the new Republic, Age of Jefferson, Nationalism, Sectionalism, Territorial Expansion, Civil War, reconstruction, Industrialization, Progressive Era, World War I, Depression.	NONE
45.0811014 45.0811024	AP World History	AP World History conforms to the College Board topics for Advanced Placement World History. Includes study of cultural, political, social and economic history. Stresses research and writing skills.	NONE
45.0520014 45.0520024	AP Government/ Politics: United States	AP Government /Politics: United States conforms to College Board topics for the Advanced Placement United States Government and Politics Examination. Covers federalism, separation of powers, influences on the formulation and adoption of the Constitution, political beliefs, political parties and elections, interest groups, institutions and policy processes and civil liberties and civil rights. (may substitute for 45.05700)	NONE
45.0620014 45.0620024	AP Macroeconomics	AP Macroeconomics conforms to College Board topics for the Advanced Placement Macroeconomics Examination. Covers basic economics concepts measurement of economic performance, national income and price determination and international economics and growth.	NONE
45.0630014 45.0630024	AP Microeconomics	AP Microeconomics conforms to College Board topics for the Advanced Placement Microeconomics Examination. Covers basic economics concepts the nature and functions of product markets, factor markets and efficiency, equity and the role of government.	NONE
45.0840014 45.0840024	AP European History	AP European History conforms to College Board topics for the Advanced Placement Comparative Government and Politics Examination. Covers sources of public authority and political power, society and politics, citizen and state, political framework, political change and an introduction to comparative politics.	NONE

45.0870015 45.0870025	IB History of the Americas, Year 1	The course is a world history course based on a comparative, multi-perspective approach to history and focused around key historical concepts such as change, causation and significance. It involves the study of a variety of types of history, including political, economic, social and cultural, encouraging students to think historically and to develop historical skills. In this way, the course involves a challenging and demanding critical exploration of the past	Successful completion of all MYP social studies courses in 9th and 10th grades.
45.0880015 45.0880025	IB 20th Century History, Year 1	This course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and challenges inherent in understanding the history of the 20th Century. Themes covered include the causes, practices & effects of modern war (World War I, World War II, the Chinese Civil War, the Korean War, and the Vietnam Conflict), the rise & fall of single-party states (Italy, Germany, the Soviet Union, China, and Cuba) the Arab-Israeli Conflicts and the Cold War. Students gain the opportunity to engage in the exciting and proven international curriculum while fulfilling Georgia's high school graduation requirements. Students will sit for two externally-assessed IB History examinations.	IB History of the Americas, Year 1
45.0170015 45.0170025	IB Psychology, Year 1	IB Psychology focuses on three basic elements of psychology: biological, cognitive, and sociocultural. Students will be expected to be able to explain how cultural, ethical, gender and methodological considerations affect the interpretation of behavior within the context of the three basic areas; students will also demonstrate the knowledge and skills required for experimental design, data collection, data analysis and interpretation. The course will also explore the application of each perspective through an optional area. Internal assessment will be based upon reproduction of a simple experimental study. The external assessment consists of two papers: Paper One includes the three perspectives of psychology and Paper Two is based on the study of one of the optional areas.	Successful completion of all MYP social studies courses in 9th and 10th grades.
45.0171015 45.0171025	IB Psychology, Year 2	IB Psychology focuses on three basic elements of psychology: biological, cognitive, and sociocultural. Students will be expected to be able to explain how cultural, ethical, gender and methodological considerations affect the interpretation of behavior within the context of the three basic areas; students will also demonstrate the knowledge and skills required for experimental design, data collection, data analysis and interpretation. The course will also explore the application of each perspective through an optional area. Internal assessment will be based upon reproduction of a simple experimental study. The external assessment consists of two papers: Paper One includes the three perspectives of psychology and Paper Two is based on the study of one of the optional areas.	IB Psychology, Year 1

45.0184015 45.0184025	IB Theory of Knowledge Social Studies, Year One	Theory of Knowledge is a capstone course for the International Baccalaureate Diploma Program. In Theory of Knowledge (or TOK), students learn to compare, synthesize and evaluate the methods of learning acquired in their other IB classes. Students develop critical thinking skills comparing and contrasting Ways of Knowing (Sense Perception, Language, Emotion and Reason) and Areas of Knowledge (Human Sciences, Natural Sciences, Mathematics, The Arts, Ethics, and History).	NONE
45.0185015 45.0185025	IB Theory of Knowledge Social Studies, Year Two	Theory of Knowledge is a capstone course for the International Baccalaureate Diploma Program. In Theory of Knowledge (or TOK), students learn to compare, synthesize and evaluate the methods of learning acquired in their other IB classes. Students develop critical thinking skills comparing and contrasting Ways of Knowing (Sense Perception, Language, Emotion and Reason) and Areas of Knowledge (Human Sciences, Natural Sciences, Mathematics, The Arts, Ethics, and History).	TOK Year 1
45.0930015 45.0930025	IB Internship	This course provides students with a work-based learning environment related program.	None

*Required for graduation

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2-2nd semester for 0.5 credit	4-AP Class
8-year long for 1 credit	5-IB Class
	6-Virtual or grade level

Many courses are offered as "12" (first semester), "22" (second semester) AND "82" (year-long).

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World Language Course Options and Descriptions

Course Number	Course	Description
60.0710012 60.0710022 Or 60.0710082	Spanish I	Introduces the Spanish language; emphasizes all skills: listening, speaking, reading, and writing skills in an integrated way. Includes how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to develop an understanding of Spanish-speaking cultures.
60.0713015	IB Spanish, Year One, not a first or second year course	Prepares students for the examination of the International Baccalaureate (Spanish) in advanced listening, oral, reading, writing, and text handling skills with a wide range of oral and written texts on themes that explore change, groups in society and leisure.
60.0716015	IB Spanish, Year Two, not a first or second year course	The IB Second Language courses Higher Level offers students an enriched study of language, literature, and culture with relevance to international societies. Students review all language concepts and study representative writers in the original language independently and in groups. Students are immersed in a culturally rich environment in which they actively participate. They are assessed on effective and accurate communication. Tasks of the advanced language learner include use of the language within and outside of school, information and communication via technology, involvement in activities for personal enrichment and career development – all working to produce a lifelong learner. To achieve an appreciation and understanding of cultures, students will partake in higher-level interactive endeavors and culturally rich environments where their ability to communicate effectively and accurately plays an essential role. Students will be exposed to topics through thematic units and will demonstrate understanding and competence by presenting individual and group projects.
60.0720012 60.0720022 Or 60.0720082	Spanish II	Enhances Level One skills in Spanish and provides opportunities to develop listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to increase understanding of Spanish-speaking cultures.
60.0730013 60.0730023 Or 60.0730083	Honors Spanish III	Enhances Level Two skills in Spanish and provides further opportunities to increase listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in previous topics and introduces new topics; offers further opportunities to increase understanding of Spanish-speaking cultures.
60.0740083	Honors Spanish IV	Enhances Level Three skills in Spanish and provides further opportunities to increase listening, speaking, reading, and writing skills in an integrated way. Provides continued language development through exploration of familiar and unfamiliar topics and provides opportunities for a broader and more extensive understanding of Spanish-speaking cultures.

60.0770014	Advanced Placement Spanish/Language	Conforms to College Board topics for the Advanced Placement Spanish Language Examination. Emphasizes the ability to comprehend formal and informal spoken Spanish, to acquire the vocabulary and grasp of structure to read newspapers, magazines and Hispanic literature, to compose expository passages and to speak accurately and fluently.
60.0110012 60.0110022 Or 60.0110082	French I	Introduces the French language; emphasizes all skills: listening, speaking, reading, and writing in an integrated way. Includes how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to develop an understanding of French-speaking cultures.
60.0120012 60.0120022 Or 60.0120082	French II	Enhances Level One skills in French and provides opportunities to develop listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in how to greet and take leave of someone, to ask and respond to basic questions, and to speak and read within a range of carefully selected topics. Provides opportunities to increase understanding of French-speaking cultures.
60.0130012 60.0130022 OR 60.0130082	French III	Enhances Level Two skills in French and provides further opportunities to increase listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in previous topics and introduces new topics; offers further opportunities to increase understanding of French-speaking cultures.
60.01482	French IV	Enhances Level Three skills in French and provides further opportunities to increase listening, speaking, reading, and writing skills in an integrated way. Provides continued language development through exploration of familiar and unfamiliar topics and provides opportunities to develop a broader and more extensive understanding of French-speaking cultures.
60.0170014	Advanced Placement French/Language and Culture	Conforms to College Board topics for the Advanced Placement French Language Examination. Emphasizes using the language for active communication. Stresses the ability to understand French in various contexts, to develop a vocabulary sufficient for reading newspapers, magazines, literary texts, and other nontechnical writing and to express oneself in speech and in writing coherently, fluently and accurately.
61.04112 61.04122 61.04182	Latin I	Introduces students to the Latin language and ancient Roman civilization. Emphasizes the ability to write simple Latin phrases and to understand simple Latin passages presented orally and in writing.
61.04282	Latin II	Enhances Level One skills and provides opportunities to translate longer, more challenging passages. Emphasizes how ancient Roman language and civilization has influenced Western language and civilization.
61.04383	Latin III	Enhances previously learned skills and introduces original works by Latin authors. The works of the authors may be selected in any order for courses designated at the third, fourth, and fifth year levels. The authors whose works are studied are Catullus, Cicero, Horace, Ovid, and Vergil. Selected works from authors such as Aulus Gellius, Juvenal, Livy, Martial, Cornelius, Nepos, Plautus, Sallust, Pliny, as well as authors from later Latin, can be included. Explores the political, economic, social characteristics represented in the works studied and examines the various writing styles of the authors.

61.04483	Latin IV	Enhances previously learned skills and introduces original works by Latin authors. The works of the authors may be selected in any order for courses designated at the third, fourth, and fifth year levels. The authors whose works are studied are Catullus, Cicero, Horace, Ovid, and Vergil. Selected works from authors such as Aulus Gellius, Juvenal, Livy, Martial, Cornelius, Nepos, Plautus, Sallust, Pliny, as well as authors from later Latin, can be included. Explores the political, economic, social characteristics represented in the works studied and examines the various writing styles of the authors.

If you see more than 1 course number, it's because of the **eighth and/or ninth digits**.	
Digit 8	**Digit 9**
Semester or Year Long	**Special Course**
1-1st semester for 0.5 credit	3- Honors
2-2nd semester for 0.5 credit	4-AP Class
8-year long for 1 credit	5-IB Class
	6-Virtual or grade level

Many courses are offered as "12" (first semester), "22" (second semester) AND "82" (year-long).

A course may also be offered as an Honors class, even though that course number is not listed in this course catalog. If the course is offered as an Honors class, the course number in Infinite Campus will end with a 3.

Special Education

The Special Education Department of the Richmond County School System offers a wide continuum of services as called for by a student's Individualized Education Program (IEP). The information contained below is for purposes of providing general information. Special Education services outlined in a student's IEP are not limited to the descriptions provided in this section of the course catalog.

There are two areas of the Special Education Department:

1. **High Incidence** - provides services to students with Specific Learning Disabilities, Emotional and Behavioral Disorders, Other Health Impairments, Mild Intellectual Disabilities, and other categories of disabilities, primarily in the general education setting, so that students receive special education services in the least restrictive environment. The following are examples of services a student may receive if outlined in their IEP. Again, these descriptions are for the purpose of general information, and services are not limited to these descriptions:

    - Co-teaching/Collaborative – there are two teachers in the classroom, one special education teacher and one general education teacher who teach the class together. The special education teacher is present to co-teach the class and assure the coursework is accommodated for students with disabilities. Students with disabilities are in the same academic level classroom as their non-disabled peers, and the coursework earns credit towards a general education diploma. Co-teach courses have the same course code and title as general education sections but have a 9 following the decimal as the third digit of the course code (XX.9XXXXXX).
    - Supportive Instruction – a special education paraprofessional is assigned to the classroom to support students with disabilities and ensure that accommodations are implemented in the general education setting.
    - Small Group-a special education teacher delivering instruction to students with disabilities in a small group setting with no general education students

2. **Low Incidence** – this area of the Special Education Department provides services to students with more severe cognitive disabilities, such as Moderate, Severe, and Profound Intellectual Disabilities and low functioning Autism. These services are delivered in a self-contained Special Education setting with a special education teacher and special education paraprofessional(s). For more information, please contact the school's Special Education Program Specialist or Low Incidence Coordinator.

Georgia Rule 160-4-2-.48 established specific guidelines for students unable to meet standard state graduation requirements due to significant disabilities identified in their IEPs. Those are:

GA Rule 160-4-2-.48 2(a)
Alternate Diploma – the document awarded to students with the most significant cognitive disabilities who were assessed using the alternate assessment aligned to alternate academic achievement standards. While this diploma is standards-based and aligned with the state requirements for the regular high school diploma, it is not a regular high school diploma. Therefore, an alternate diploma does not terminate Free and Appropriate Public Education (FAPE) for students with an Individualized Education Program (IEP).

GA Rule 160-4-2-.48 3
Special Education Diploma - the document awarded to students with disabilities assigned to a special education program who have not met the state assessment requirements referenced in Rule 160-3-1-.07 Testing Programs - Student Assessment or who have not completed all of the requirements for a high school diploma but who have nevertheless completed their IEP.

Study Skills Course Options and Descriptions

Course #	Code Title Description	Description	Recommended Pre-requisite
35.8610000S	Study Skills I	Study Skills I teaches students better study habits, organizational skills, and allows them to obtain extra assistance with coursework from their other classes. **IEP Required (must be listed on the services page)**	NONE
35.8620000S	Study Skills II	Study Skills I teaches students better study habits, organizational skills, and allows them to obtain extra assistance with coursework from their other classes. **IEP Required (must be listed on the services page)**	Study Skills I
35.8630000S	Study Skills III	Study Skills I teaches students better study habits, organizational skills, and allows them to obtain extra assistance with coursework from their other classes. **IEP Required (must be listed on the services page)**	Study Skills II
35.8640000S	Study Skills IV	Study Skills I teaches students better study habits, organizational skills, and allows them to obtain extra assistance with coursework from their other classes. **IEP Required (must be listed on the services page)**	Study Skills III

English Language Learners

The English to Speakers of Other Languages (ESOL) Department provides English language instruction and language support to all students who have been identified as English Language Learners (ELs) in grades K-12. Many students who receive ESOL services also take Special Education, College Prep, Gifted/Accelerated, and/or Advanced Placement courses. When ELs reach English language proficiency, they exit the ESOL program and enter into a monitoring period. After four years of monitoring, these students are no longer considered English Language Learners.

English Language Learner (ELs) Courses

Course Number	Course	Description
55.0210012 55.0210022	Communication Skills 1	Based on the WIDA English Language Development (ELD) Standards Framework, this course is designed to increase English learners' (ELs) social and instructional language proficiency in listening, speaking, reading, writing, and viewing at the word, sentence, and discourse levels. The course introduces ELs to four Key Language Uses (narrate, inform, explain, argue) for social and instructional purposes, Language Expectations for interpreting and expressing in English, and Language Features as resources to carry out Language Functions or common language patterns of English language. The suggested English language proficiency level of the EL student is WIDA's Overall Composite Proficiency Level (CPL) 1-2. The course addresses students' needs as outlined in WIDA's Grades 9-12 Language Proficiency Level Descriptors. This course awards elective credit.
55.0220012 55.0220022	Communication Skills ll	Based on the WIDA English Language Development (ELD) Standards Framework, this course is an expansion of Communications Skills I with the inclusion of content vocabulary, information, ideas, and concepts from the high school Georgia Standards of Excellence in English Language Arts. Emphasis is placed on understanding and using English to narrate, inform, explain, and argue at the word, sentence, and discourse levels in all language domains: listening, speaking, reading, writing, and viewing. The suggested English language proficiency level of the EL student is WIDA's Overall Composite Proficiency Level (CPL) 1-2. The course addresses students' needs as outlined in WIDA's Grades 9-12 Language Proficiency Level Descriptors. This course awards elective credit.
55.0240080	Oral Communication in Content Areas	This course supports all high school content courses by focusing on English learners' (ELs) comprehension of English and develop the interpretive skill of listening and the expressive skill of speaking that are both necessary for success in these courses. Based on the WIDA English Language Development (ELD) Standards Framework, the course teaches students how to understand and use common patterns of language found in language arts, mathematics, science, and social studies. The suggested English language proficiency level of the EL student is WIDA's Overall Composite Proficiency Level (CPL) 2-3. The course addresses students' needs as outlined in WIDA's Grades 9-12 Language Proficiency Level Descriptors. This course awards elective credit.
55.0230080	Reading and Listening in Content Areas	This course focuses on English learners' (ELs) comprehension of English by developing the interpretive skills of listening and reading necessary for success in high school content areas. Based on the WIDA English

		Language Development (ELD) Standards Framework, the course teaches students how to understand and interpret through listening and reading common patterns of language use in language arts, mathematics, science, and social studies. The suggested English language proficiency level of the EL student is WIDA's Overall Composite Proficiency Level (CPL) 1-3. The course addresses students' needs as outlined in WIDA's Grades 9-12 Language Proficiency Level Descriptors. This course awards elective credit.
55.0250080	Writing in Content Areas	This course supports all high school content courses by teaching English learners (ELs) how to write across the content standards of English language arts, mathematics, science, and social studies. Based on the WIDA English Language Development (ELD) Standards Framework, this course emphasizes writing for academic purposes to narrate, inform, explain, and argue in each discipline. The suggested English language proficiency level of the EL student is WIDA's Overall Composite Proficiency Level (CPL) 2-3. The course address students' needs as outlined in WIDA's Grades 9-12 Language Proficiency Level Descriptors. This course awards elective credit.

Health Education and Physical Education

Good health and academic success are directly related. Richmond County School System supports the GADOE position that "it is the role of quality health education programs to provide young people with the knowledge and skills they need to become successful learners and healthy and productive adults". Our physical education and health courses are designed to help students adopt and maintain healthy behaviors.

Students should note the graduation requirement of ½ unit (1 semester) health and safety and ½ unit (1 semester) personal fitness. Three (3) units of credit in JROTC (Junior Reserve Officer Training Corps) may be used to satisfy these requirements.

Health and Physical Education Course Options and Descriptions

Course Number	Course	Description
17.0110000	*Health	This single-semester course is a graduation requirement and designed to offer a practical approach to health topics that concern adolescents. The course covers knowledge and skills necessary for personal health and well-being and the prevention and treatment of injury. Additional information covered includes disease prevention, relationships, consumer health, the life cycle, and preventing abuse of tobacco, alcohol, and drugs. *(Graduation Requirement)*
36.0510000	*Personal Fitness	This single-semester course is a graduation requirement and a ***pre-requisite to all elective physical education courses***. This course serves as an introduction to the role of exercise in health promotion, fitness, and performance. The course provides students with the basic knowledge and understanding that physical fitness, exercise, and diet are essential in developing and maintaining a healthy lifestyle. Students will participate in physical activities geared towards enhancing body composition, flexibility, muscular strength, muscular endurance, and cardiovascular fitness. *(Graduation Requirement)*

17.0130000	First Aid & Safety	Focuses on developing safety habits. Stresses prevention of accidents and injuries, basic life-saving, and first aid techniques.
36.0210000	Introductory Team Sports	This series of elective courses provide students with an opportunity to learn the history, rules, and basic skills of the following team sports: basketball, volleyball, soccer, flag football, team handball, floor hockey, ultimate frisbee, and softball. As the courses progress, students will have an opportunity to experience team play, strategy development, and officiating techniques in each of the team sports offered. *(Advanced Team Sports requires teacher recommendation)*
36.0220000	Introductory Lifetime Sports	This course introduces fundamental skills, strategies, and rules associated with lifetime sports such as bowling, golf, tennis, pickleball, bocce, badminton, disc golf and croquet.
36.0250000	Introductory Outdoor Education	This course promotes an appreciation of the outdoors; provides physical activities and adventures in an outdoor laboratory. Covers camping, fishing, hiking, orienteering, backpacking, repelling, outdoor cooking, boating safety, hunter safety, riflery and archery.
36.0270000	Recreational Games	This course is designed to teach students the proper way to play different activities and games, while still managing to stay physically fit and socially active. Students will participate in a variety of individual and team activities. This course will provide students with the opportunity to learn the history, rules, and basic skills of several recreational games. Students will then practice and develop the skills necessary to participate in those games that may include but are not limited to, badminton, basketball, tennis, SpeedMinton, badminton, ping pong, Spikeball and volleyball.
36.0410000	Advanced Team Sports	This elective course will provide students an opportunity to apply advanced skills, team play, strategy development, and officiating techniques in each of the team sports. *(Advanced Team Sports requires teacher recommendation)*
36.0520000	Physical Conditioning	This course will provide you with a continued focus of the five components of fitness: cardiorespiratory, muscular strength and endurance, flexibility, and body composition. You will be exposed to various exercise modalities and training techniques. In addition, you will develop the skills to assess each component of fitness and will practice constructing cardiovascular, muscular strength and endurance, and flexibility programs based on the fitness assessment.
36.0530000	Aerobic Dance	This course provides students opportunities to perform choreographic routines to music and to increase strength, cardiovascular and muscular endurance and flexibility; includes fitness concepts for developing healthy lifetime habits.
36.0540000	Weight Training	The beginning, and advance series of weight training provides students with an opportunity to apply weight training and conditioning principles at various levels. A variety of training methods may be used to address flexibility, muscular strength and endurance, cardiovascular endurance, and body composition. Personal fitness, equipment, lifting technique, nutrition, and ergogenic aids will be addressed. Speed and power training methods may be utilized.
36.0640000	Advanced Weight Training	This course provides advanced concepts and instruction to increase strength and cardiovascular fitness through an individualized weight training program; emphasizes self-management and adherence strategies. This course will also introduce basic physiological and psychological effects of resistance training-discussing areas such as improving muscle function, appearance, self-esteem, athletic performance, bone density, and injury prevention risks. *(Advanced weight training requires teacher recommendation)*

36.8710000	Adaptive Physical Education I	Provided for students with Individualized Education Programs (IEPS) and in lieu of general physical education courses. Focuses on any combination or variety of team sports, lifetime sports, individual sports or other activities relating to development of physical and motoric fitness or the appreciation of various athletic/sporting activities or events. Activities may include track and field events, aquatics/water sports, outdoor education experiences, rhythmics/dance, recreational games, gymnastics and/or self-defense. Provides basic methods to maintain healthy and active lifestyle.
36.8720000	Adaptive Physical Education II	Enhances level-one skills in any different combination or variety of team sports, lifetime sports, and individual activities relating to development of physical and motoric fitness or the appreciation of various athletic/sporting activities or events. Activities may include track and field events, aquatics/water sports, outdoor education experiences, rhythmics/dance, recreational games, gymnastics and/or self-defense. Provides basic methods to maintain healthy and active lifestyle.
36.8730000	Adaptive Physical Education III	Enhances level-two skills in any different combination or variety of team sports, lifetime sports, individual sports or other activities relating to development of physical and motoric fitness or the appreciation of various athletic/sporting activities or events. Activities may include track and field events, aquatics/water sports, outdoor education experiences, rhythmics/dance, recreational games, gymnastics and/or self-defense. Provides basic methods to maintain healthy and active lifestyle.
36.8740000	Adaptive Physical Education IV	Enhances level-three skills in any different combination or variety of team sports, lifetime sports, individual sports or other activities relating to development of physical and motoric fitness or the appreciation of various athletic/sporting activities or events. Activities may include track and field events, aquatics/water sports, outdoor education experiences, rhythmics/dance, recreational games, gymnastics and/or self-defense. Provides basic methods to maintain healthy and active lifestyle.

*Required for graduation

If you see more than 1 course number, it's because of the **eighth and/or ninth digits**.	
Digit 8	**Digit 9**
Semester or Year Long	**Special Course**
1-1st semester for 0.5 credit	3- Honors
2-2nd semester for 0.5 credit	4-AP Class
8-year long for 1 credit	5-IB Class
	6-Virtual or grade level

Career, Technical and Agricultural Education

Career, Technical and Agricultural Education (CTAE) prepares students for their next step after high school - college, beginning a career, registered apprenticeships, or the military. Georgia CTAE pathway course offerings and the new Educating Georgia's Future Workforce initiative leverage partnerships with industry and higher education to ensure students have the skills they need to thrive in the future workforce.

It is recommended that certain pathway courses be taught in a double block.

Offering these courses as a double block provides more flexibility and time in exploring possible career options. All CTAE courses consists of hands-on, project- based learning that prepare students for future occupations. Offering CTAE courses in double block also provides increased instructional time for the teacher and student to prepare for the End of Pathway Assessments (EOPAs) as well as other related industry recognized credentials and certifications. The recommended CTAE course offerings for double block are indicated by two red bolded asterisks (**).

All RCSS juniors and seniors have an opportunity to participate in the district's Work-Based Learning (WBL) programs. The WBL is a structured experience that connects the student's career goal and classroom learning with a productive work environment.

Enrollment in a WBL course is an extension of the student's work in their career pathway, to include CTAE, Fine Arts, and World Language. The WBL instructor at each school serves all students and coordinates placement related to the student's career pathway. All categories of WBL are administered by the WBL instructor with a few exceptions for Healthcare Clinical experiences and Practicum courses that are part of the defined pathway.

WBL course numbers information: WBL courses are notated as .7 which is reflected is the following format: XX.7114000. The CIP code for the concentration/pathway is the XX.

Pathway Guide

Career Cluster	Career Pathway
Agriculture, Food, and Natural Resources	**Plant & Floriculture Systems** **Plant & Landscape Systems**
Architecture and Construction	**Carpentry, Electrical, HVAC/R, Masonry** **Plumbing** **Welding, Sheet Metal**
Arts, AV/Technology, and Communications	**AVTF 1**
Education and Training	**Early Childhood Care and Education 1** **Teaching As A Profession**
Energy	**Energy & Power**
Finance	**Financial Services**

Government and Public Administration	**JROTC Air Force, Army, Marines, Navy**
Health Science	**Therapeutic Services/Patient Care, Emergency Medical Responder, Support Services**
Hospitality and Tourism	**Culinary Arts** **Hospitality, Recreation, and Tourism** **Sports and Marketing**
Human Services	**Nutrition & Food Science** **Personal Care Services:** **Cosmetology** **Barbering/Nails**
Information Technology	**Computer Science** **Cybersecurity** **Game Design** **Networking** **Programming**
Law, Public Safety, Corrections, and Security	**Law Enforcement Services/Forensics Science**
Manufacturing	**Manufacturing**
Marketing	**Fashion & Merchandising**
Science, Technology, Engineering, Mathematics	**Electronics** **Engineering and Technology**
Transportation, Distribution and Logistics	**General Automotive Technology** **Unmanned Aircraft Systems**
Work Force Ready	**Work Force Ready**

CTAE Pathway Request and Proposal Process

The purpose of the CTAE Pathway Request and Proposal Process is to ensure equity across the district. Pathways offered within our system must be approved by the CTAE Pathway Vetting Committee.

- Before requesting a new CTAE pathway, schools will need to check with CTAE District Leadership to see if it aligns with the current CTAE Business and industrial audit.
- Complete the Course Proposal section of the form if requesting to add a course that is not in the RCSS Course Catalog. Be sure to only submit a Course Proposal if the course is on the GADOE State Funded list.
- The Richmond County Course Request/Proposal Form should be submitted to the Director of CTAE by October 15th of each year for courses to be considered for the following year.

For CTAE Course Requests, please see *Richmond County Course Request/Proposal Form* near the end of the Richmond County Course Catalog.

Career, Technical, and Agricultural Education

Agriculture, Food and Natural Resources Center Cluster			
Code	**Title**	**Description**	**Pathway**
02.4710012	Basic Agricultural Science	This course is designed as the foundational course for all Agriculture, Food & Natural Resources Pathways. The course introduces the major areas of scientific agricultural production and research; presents problem solving lessons and introductory skills and knowledge in agricultural science and agriculture-related technologies. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities. This course is the prerequisite for all AFNR pathways and is intended for students in grades 8-10.	1st course in all Agriculture pathways
01.4610012	General Horticulture and Plant Science	This course is designed as an introduction for the Horticulture/Plant Science Pathway Program of Study. The course introduces the major concepts of plant and horticulture science. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.	• Horticulture / Mechanical Systems • Agriculture Leadership in Horticulture • Landscape Management System • Plant and Landscape System • Plant and Floriculture Systems
01.4620012	Floriculture Production and Management	This course is designed to introduce students to the principles and practices of floriculture production. Students will develop floriculture skills and the basic understanding necessary to be successful in entry-level positions in the floriculture industry. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.	Plant and Floriculture Systems
01.4700012	Nursery and Landscape	This course is designed to provide students with the basic skills and knowledge utilized by the green industry in nursery production and management and landscape design and management. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.	Plant and Landscape System

01.4270012	Agricultural Construction	Career, Technical and Agricultural Education's Agriculture program combines agricultural technical skills with rigorous coursework, leadership training, and an exploration of the ethical and philosophical issues related to genetic engineering and other current agricultural topics. Students completing an agriculture career pathway will have solid skills in areas related to agriscience, biotechnology, turf management, landscaping, food science, forestry, environmental science, agricultural engineering, and agribusiness management. Georgia's strong dependence on Agriculture will only continue to expand the agriculture-related career opportunities for many years.	4th course in Agriculture *Used as an elective
2.4750000	Biotechnology	4th Science Option	Cross Creek Only: Course meets fourth science requirement
Architecture and Construction Career Cluster			
46.5450012	Industry Fundamentals and Occupational Safety	This course is designed as the foundational course in the Carpentry, Plumbing, Electrical, Masonry, Machining, Welding, Sheet Metal, Heating, Ventilation, Air Conditioning and Refrigeration, and HVACR Electrical pathways to prepare students for pursuit of any career in construction. The course prepares the trainee for the basic knowledge to function safely on or around a construction site and in the industry in general and will provide the trainee with the option for an Industry Certification in the Construction Core. Pre-requisite for this course is advisor approval.	• Carpentry • Electrical • Plumbing • Sheet Metal • HVACR Electrical • Welding
46.5460020	Introduction to Construction	This course is preceded by the Occupational Safety and Fundamentals course. This course offers an opportunity for students to build on their knowledge and skills developed in Industry Fundamentals and Occupational Safety. It introduces them to four construction craft areas and is also the second step towards gaining a Level One Industry Certification in one of the craft areas. The goal of this course is to introduce students to the history and traditions of the carpentry, masonry, plumbing, and electrical craft trades. Students will explore how the various crafts have influenced and been influenced by history. The student will also learn and apply knowledge of the care and safe use of hand and power tools as related to each trade. In addition, students will be introduced to and develop skills to differentiate between blueprints related to each individual craft area.	• Carpentry • Electrical • Plumbing
46.5500020	Carpentry I **	This course is preceded by Introduction to Construction and is the third of three courses that provides the student a solid foundation in carpentry skills and knowledge. As the third step in gaining a Level One Industry Certification in Carpentry, the course provides an overview of the building materials	Carpentry

		used in the carpentry craft, as well as teaching techniques for reading and using blueprints and AP Computer Science specifications related to the carpentry craft. The course provides specific knowledge and skills in site layout and floor and wall framing systems, and includes basic industry terminology for a carpentry craftsperson.	
46.4540020	Fine Furniture/ Cabinetmaking I	The purpose of this course is to introduce students to the world of woodworking to develop competencies essential to the Fine Furniture/Cabinetmaking Industry. The competencies include safety, applied math skills, woodworking materials, hand tools and machinery operations, wood joints, as well as gluing and clamping.	MEBCC Only
46.4550020	Fine Furniture/ Cabinetmaking II	This course is designed to provide students with more in-depth knowledge of hand-tool and machine safety, craftsmanship, and technology used in Fine Furniture/Cabinetmaking profession. The competencies include door and drawer design, assembling and gluing procedures, CAD drawings, and additional hands-on projects.	MEBCC Only
46.4560020	Fine Furniture/ Cabinetmaking III	This course provides students with a more in-depth knowledge of wood working, as well as an introduction to the business side of the profession. Students will further their understanding of the design, plan of procedure, as well as the assembling and finishing of wood projects.	MEBCC Only
46.5700020	Masonry I ****	As the third course in the Masonry Pathway, this course provides students with a solid foundation in masonry skills and knowledge and is the third step in gaining a Level One Industry Certification in Masonry. The course provides knowledge and skills related to types and properties of mortar and concrete mixtures, as well as skills needed to operate hand tools, power tools, and equipment used in mixing mortar. Additional course components include knowledge and skills related to cutting, laying, and finishing of masonry units. The prerequisite for this course is Introduction to Construction.	Masonry
46.5800020	Plumbing I ****	As the third course in the Plumbing Pathway, the course provides students with a solid foundation in plumbing and is the third step in gaining a Level One Industry Certification in Plumbing. This course provides basic skills and knowledge needed to apply Occupational Safety and Health Administration (OSHA) and Environmental Protection Agency (EPA) safety concepts and practices relating to the plumbing trade. The student is introduced to the basic knowledge and application of plumbing codes, as well as the handling, estimating, and storing of materials used in the plumbing trade. Involved in this process is the correct interpretation and application of architectural and construction drawings, related to	Plumbing

		plumbing installation. The prerequisite for this course is Introduction to Construction.	
48.5810012	Introduction to Metals	The metals technology curriculum, Introduction to Metals, is designed to acquaint students with the three major technical occupations (welding, sheet metal, and machining). The various activities equip high school students with the skills needed to select a metal industry occupation, enter the work force, and continue to advance in one of these specialized metals occupations. Experiences include an introduction to the basic requirements of each of these fields, exposure to the structure and nature of career opportunities, and an introduction to types of training and skills required and the use of specialized tools, equipment, and materials. This course is designed to familiarize students with fundamentals of various metal occupations for the purpose of preparing them to select either welding, sheet metal, or machining for more highly specialized training in subsequent courses.	• Welding • Sheet Metal
48.5820012	Sheet Metal I **	As the third course in the Sheet Metal Pathway, the course allows 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. The course includes basic parallel line development and skills using fasteners, hangers, and other support systems. Minimum performance requirements for this course are based on successful student completion according to the National Center for Construction Education and Research Center (NCCER) Occupation Standards. Students who successfully complete the course in accordance with NCCER standards are eligible for registration with the NCCER Craft Worker Registry. The prerequisite for this course is Introduction to Metals.	Sheet Metal
48.5510012	Welding I **	This course is designed to provide students with the basic knowledge and safe operating skills needed to demonstrate proper set of equipment in oxyfuel, shielded metal arc welding (SMAW), and gas metal arc welding (GMAW). The students will perform oxyfuel cuts using acetylene and propane gases. The students will select electrodes and performs welds using SMAW and GMAW to current industry standards. Welding symbols will be used to interpret detailed drawing used for fabrication. American Welding Society codes will be used to determine the soundness of welds. Minimum performance requirements for this course are based on successful student completion according to the American Welding Society (AWS) and the National Center for Construction Education and Research Center (NCCER) standards. Students who successfully	Welding

		complete the course in accordance with NCCER standards are eligible for registration with the NCCER National Craft Worker Registry. The prerequisite for this course is Introduction of Metals.	
47.4140012	Introduction to HVACR Systems	This course is preceded by the Industry Fundamentals and Occupational Safety course and offers an opportunity for students to build on the knowledge and skills developed in the Fundamentals course. Students will be introduced to two-construction craft areas. As the second step in gaining a Level One Industry Certification in one of two craft areas, the goal of the course is to introduce students to the basic building blocks of the HVACR and Low Voltage Electrical craft trades. Students will explore how the crafts affect the mechanical systems in a building and will learn and apply knowledge of the electrical, electronic, and mechanical components related to each trade. In addition, students will be introduced to, and develop skills to differentiate between tools used in each individual craft area.	• Heating, Ventilation, Air Conditioning and Refrigeration • HVACR Electrical
47.4150012	Heating, Ventilation, Air conditioning and Refrigeration **	This course is preceded by Introduction to HVACR Systems and provides students with a solid foundation in HVACR skills and knowledge involved with conditioning air within a given space. The course is the third step in gaining a Level One Industry Certification in HVAC, and builds on the concepts of math concepts introduced in Industry Fundamentals and Occupational Safety. Students will acquire knowledge of the hardware and systems used by an HVACR technician and basic installation skills. In addition, students will obtain general knowledge of refrigeration and heating processes, including electronic circuitry, and will learn about the integration between electrical and HVACR fields. The course will provide students with an understanding of joining and piping practices in HVACR systems, as well as an introduction to the skills and knowledge of conduit bending and installation.	Heating, Ventilation, Air Conditioning and Refrigeration
47.4160012	Low Voltage Electrical **	This course is the second of three courses and provides students with a solid foundation in electrical skills and knowledge and the integration with the HVACR systems. In addition, this course is the second step in gaining a Level One Industry Certification in Electrical and builds on the concepts of electrical safety introduced in Industry Fundamentals and Occupational Safety. Students will learn about installation of hardware and systems used by an HVACR technician/electrician and acquire general knowledge of electrical systems, including series, parallel, and series-parallel circuits. The course provides basic skills and knowledge to navigate and use the National Electrical Code, as well as an introduction to conduit bending and installation. The	HVACR Electrical

		prerequisite for this course is Introduction to HVACR Systems	
Arts, AV/Technology and Communications Career Cluster			
10.5181012	Audio and Video Technology and Film	This course will serve as the foundational course in the Audio & Video Technology & Film pathway. The course prepares students for employment or entry into a postsecondary education program in the audio and video technology career field. Topics covered may include, but are not limited to: terminology, safety, basic equipment, script writing, production teams, production and programming, lighting, recording and editing, studio production, and professional ethics. Skills USA and Technology Student Association (TSA) are examples of, but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and technical skills and may be considered an integral part of the instructional program. All material covered in Audio & Video Technology & Film I will be utilized in subsequent courses.	Audio and Video Technology and Film I
10.5191012	Audio and Video Technology and Film II	This one credit course is the second in a series of three that prepares students for a career in Audio Video Technology and Film production and/or to transfer to a postsecondary program for further study. Topics include Planning, Writing, Directing and Editing a Production; Field Equipment Functions; Operational Set-Up and Maintenance; Advanced Editing Operations; Studio Productions; Performance; Audio/Video Control Systems; Production Graphics; Career Opportunities; and Professional Ethics	Audio and Video Technology and Film I
10.5201012	Audio and Video Technology and Film III	This one-credit transition course is designed to facilitate student-led projects under the guidance of the instructor. Students work cooperatively and independently in all phases of production. Skills USA and Technology Student Association (TSA) are examples of, but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and technical skills and may be considered an integral part of the instructional program.	Audio and Video Technology and Film I
10.5211012	Introduction to Film Production	This course will serve as the second level course in the AVTF Film Production career pathway. The course prepares students by teaching introductory technical skills and employment needs for an entry level film production worker or to enter a postsecondary education program in the audio and video technology career field. Topics covered may include, but are not limited to terminology, safety, equipment, script writing, production teams, editing, post-production, and professional ethics. Skills USA and Technology Student Association (TSA) are examples of, but not limited to, appropriate Career, Technical Student Organizations (CTSO) for providing	Film Production

		leadership training and for reinforcing specific career and technical skills and may be considered an integral part of the instructional program. The pre-requisite for this course is successful completion of Audio & Video Technology & Film I course.	
10.5221012	Film Production Applications	This course will serve as the third-level course in the AVTF Film Production career pathway. This course prepares students to participate in multiple class-created film production team simulations and film projects to develop a professional film portfolio. This portfolio may include documents, projects, documented work activities in various simulated film production departments and film clips and related projects showcasing student activities. Students may also enter a postsecondary education program in the audio and video technology career field after completing this course. Topics covered may include terminology, safety on a set, production teams, equipment, script writing, production, editing, post-production, and professional ethics. Skills USA and Technology Student Association (TSA) are examples of, but not limited to, appropriate Career, Technical Student Organizations (CTSO) for providing leadership training and for reinforcing specific career and technical skills and may be considered an integral part of the instructional program. The pre-requisite for this course is successful completion of Audio & Video Technology & Film I and Introduction to Film Production courses.	Film Production
10.5141080	Broadcast Video Production Application	Broadcast Video Production Applications is designed to facilitate student-led projects under the guidance of the instructor, as well as provide opportunities for students to master skills necessary to gain entry level employment or to pursue a post-secondary degree or certificate. Students work cooperatively and independently in all phases of production. Topics include advanced camera techniques, audio production, scriptwriting, producing, directing, editing, employability skills, and development of a digital portfolio to include resume', references, and production samples	Audio and Video Technology and Film II
Business, Management and Administration Career Cluster			
07.4413012	Introduction to Business and Technology	Various forms of technologies will be highlighted to expose students to the emerging technologies impacting the business world. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are taught in this course as a foundational knowledge to prepare students to be college and career ready. Introduction to Business & Technology is a course that is appropriate for all high school students. After mastery of the standards in this course, students should be prepared to earn an	• Business and Technology • Entrepreneurship • Human Resources Management

		industry recognized credential: Microsoft Office Specialist for Word Core Certification.	
07.4410012	Business and Technology	Business and Technology is designed to prepare students with the knowledge and skills to be an asset to the collaborative, global, and innovative business world of today and tomorrow. Mastery use of spreadsheets and the ability to apply leadership skills to make informed business decisions will be a highlight of this course for students. Publishing industry appropriate documents to model effective communication and leadership will be demonstrated through project-based learning. Students will use spreadsheet and database software to manage data while analyzing, organizing and sharing data through visually appealing presentation.	Business and Technology
07.4510012	Business Communications	As one of the most important skills for employers, students will explore the value of communication in their personal and professional life. The digital presence and impact of written and visual communication in a technological society will be addressed. Students will create, edit, and publish professional appearing business documents with clear and concise communication. Creative design, persuasive personal and professional communications will be applied through research, evaluation, validation, written, and oral communication. Leadership development and teamwork skills will be stressed as students work independently and collaboratively.	Business and Technology
06.4161016	Entrepreneur-ship	Entrepreneurship focuses on recognizing a business opportunity, starting a business, operating and maintaining a business. Students will be exposed to the development of critical thinking, problem solving, and innovation in this course as they will either be the business owner or individuals working in a competitive job market in the future. Integration of accounting, finance, marketing, business management, legal and economic environments will be developed throughout projects in this course. Working to develop a business plan that includes structuring the organization, financing the organization, and managing information, operations, marketing, and human resources will be a focus in the course. Engaging students in the creation and management of a business and the challenges of being a small business owner will be fulfilled in this course	Entrepreneurship
Education and Training Career Cluster			
13.0110012	Examining The Teaching Profession	The Examining the Teaching Profession is the foundational course under the Teaching as a Profession pathway and prepares students for future positions in the field of education. Teaching as a Profession students study, apply, and practice the use of current technologies, effective teaching and	Teaching as a Profession

		learning strategies, the creation of an effective learning environment, the creation of instructional opportunities for diverse learners and students with special needs, and plan instruction based on knowledge of subject matter, students, community, and curriculum performance standards. Pre-requisite for this course is adviser approval.	
13.01200	Contemporary Issues in Education	This course engages the candidate in observations, interactions, and analyses of critical and contemporary educational issues. The candidate will investigate issues influencing the social and political contexts of educational settings in Georgia and the United States and actively examines the teaching profession from multiple vantage points both within and outside of the school. Against this backdrop, the candidate will reflect on and interpret the meaning of education and schooling in a diverse culture and examine the moral and ethical responsibilities of teaching in a democracy. (Mastery of standards through project based learning, technical skills practice, and leadership development activities of the career and technical student organization Future Educators of America (FEA) 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).	
13.01300	Teaching as a Profession Practicum	The practicum offers a candidate in the Teaching as a Profession career pathway a field experience under the direct supervision of a certified teacher (mentor teacher). The practicum stresses observing, analyzing and classifying activities of the mentor teacher and comparing personal traits with those of successful teachers. The candidate intern will develop a portfolio of their skills, plan and teach a lesson or lessons, understand and practice confidentiality as it pertains to the teaching profession, meet the needs of students with special needs, maintain the safety of the students, practice professionalism, and demonstrate ethical behavior. Mastery of standards through project based learning, technical skills practice, and leadership development activities of the career and technical student organization Future Educators of America (FEA) or Family, Career & Community Leaders of America (FCCLA) will provide students with a competitive edge for either entry into the education global marketplace and/or the post-secondary institution of their choice to continue their education and training.	
20.4281012	Early Childhood Education I	The Early Childhood Education I course is the foundational course under the Early Childhood Care & Education pathway and prepares the student for employment in early childhood education and services. The course addresses the knowledge, skills, attitudes, and behaviors associated with supporting	Early Childhood Care and Education I

		and promoting optimal growth and development of infants and children. The pre-requisite for this course is advisor approval.	
20.4240012	Early Childhood Education II	Early Childhood Education II is the second course in the Early Childhood Care and Education pathway and further prepares the student for employment in early childhood care and education services. The course provides a history of education, licensing and accreditation requirements, and foundations of basic observation practices and applications. Early childhood care, education, and development issues are also addressed and include health, safety, and nutrition education; certification in CPR/First Aid/Fire Safety; information about child abuse and neglect; symptoms and prevention of major childhood illnesses and diseases; and prevention and control of communicable illnesses.	Early Childhood Care and Education I
20.4250012	Early Childhood Education III	Early Childhood Education III is the third course in the Early Childhood Care and Education pathway and one option for program completers who may not have the opportunity of participating in the Early Childhood Education Internship. The course provides in-depth study of early brain development and its implications for early learning, appropriate technology integration, and developmentally appropriate parenting and child guidance trends. Also addressed are collaborative parent/teacher/child relationships and guidance, child directed play, the changing dynamics of family culture and diversity, the causes and effects of stress on young children, and infant nutrition	Early Childhood Care and Education I
Energy Career Cluster			
49.5380012	Energy and Power: Generation, Transmission and Distribution	This is the second course in the Energy and Power: Generation, Transmission, and Distribution pathway and it is designed to allow students to develop a broad understanding of the energy industry including infrastructure, generation, transmission and distribution of nonrenewable, renewable, and inexhaustible energy sources. Energy sources will be researched to include the regional and global economic implications, environmental, and sustainability issues. Students will explore future trends of energy and power. Students will develop, through research, an alternative energy system that will demonstrate their understanding of a unique, as well as appropriate, approach to energy and power generation.	Energy and Power: Generation, Transmission and Distribution
49.5370012	Foundations of Energy Technology	Foundations of Energy Technologies explores the relationship between force, work, energy, and power. Students study the characteristics, availability, conversion, control, transmission, and storage of energy and power, as well as examine and apply the principles of electrical, fluid, and mechanical power. Students research renewable, nonrenewable, and	Energy and Power: Generation, Transmission and Distribution

		inexhaustible resources and conservation efforts. Using their course acquired skills, students will further understand the many careers that exist in energy and related technologies.	
49.5390012	Energy Systems Applications	Energy Systems Applications is the third course in the Energy and Power: Generation, Transmission, and Distribution pathway. In this course, students will continue to learn about energy and power industry fundamentals by furthering their knowledge regarding electric power generation, transmission and distribution. In addition, the students will gain knowledge about business models, regulations, and safety within the energy industry	Energy and Power: Generation, Transmission and Distribution
Finance Career Cluster			
07.4260012	Financial Literacy	Areas of study taught through application in personal finance include sources of income, budgeting, banking, consumer credit, credit laws and rights, personal bankruptcy, insurance, spending, taxes, investment strategies, savings accounts, mutual funds and the stock market, buying a vehicle, and living independently. Based on the hands-on skills and knowledge applied in this course, students will develop financial goals, and create realistic and measurable objectives to be MONEY SMART! Through project-based learning activities and tasks, students will apply mathematical concepts in realistic scenarios and will actively engage by applying the mathematics necessary to make informed decisions related to personal finance. Financial Literacy places great emphasis on problem solving, reasoning, representing, connecting and communicating financial data.	Financial Services
07.4310012	Banking, Investing, and Insurance	Explore the financial world as students dive into the main areas of financial services, including banking, investing, and insurance. Basics of banking and credit include a brief history of money and banking, negotiable instruments, creation of credit, and the function of banks. Methods for measuring the financial performance of financial institutions are analyzed. Students will be introduced to a variety of investment options and learn to determine the appropriate options for an investment goal. By analyzing financial reports and employing other tools to predict growth rates and return on investment, students will develop strategies to produce financial growth strategies for a business. Through projects, students will determine the risks faced by individuals and businesses and decide on the proper risk management techniques to mitigate those risks.	Hephzibah High Only: Financial Services Pathway

Government and Public Administration Career Cluster			
28.0110012	Aerospace Science and Leadership	The Leadership 100 textbook introduces cadets to the Air Force Junior Reserve Officer Training Corps (AFJROTC) program, providing a basis for progression through the rest of the AFJROTC program while instilling elements of good citizenship. It contains sections on cadet and Air Force organizational structure; uniform wear; customs, courtesies, and other military traditions; health and wellness; fitness; individual self-control; and citizenship	JROTC Air Force
28.0130012	Aerospace Science: Global and Cultural Studies	Cultural studies is a customized course that introduces students to the world's cultures through the study of world affairs, regional studies, and cultural awareness. The course delves into history, geography, religions, languages, culture, political systems, social issues, economics, environmental concerns, and human rights. It looks at major events and significant figures who have shaped each region. An underlying theme of the course emphasizes the impact that cultural perspectives have on interactions between people.	JROTC Air Force
28.0140012	Aerospace Leadership: Career Exploration 300	Leadership 300 focuses on the Air Force Junior Reserve Officer Training Corp (AFJROTC) mission of "building better citizens for America." This is accomplished through excellence in citizenship, and through teaching the values of community service, responsibility, character, and self-discipline. The course is designed to equip students with essential life skills, focusing on educational and career paths. The underlying theme of the course emphasizes that responsibility in life skills supports good citizenship. Mid-Continent Research for Education and Learning (McREL) Correlated to McREL Standards for Life Work, Self-Regulation, Thinking and Reasoning, Working with Others, Behavioral Studies, and Language Arts.	Listed in IC as Aerospace Science: Astro/ LdsIV
28.0130012	Aerospace Science: Global and Cultural Studies 220	Aerospace Science: Cultural Studies Cultural studies is a customized course that introduces students to the world's cultures through the study of world affairs, regional studies, and cultural awareness. The course delves into history, geography, religions, languages, culture, political systems, social issues, economics, environmental concerns, and human rights. It looks at major events and significant figures who have shaped each region. An underlying theme of the course emphasizes the impact that cultural perspectives have on interactions between people.	Listed in IC as ROTC AFIII:Global&Cultura lStlA
28.0310012	JROTC Army Leadership Education I	Junior Reserve Officer Training Corps (JROTC) is a leadership education program. This program will help students build a strong knowledge base of self-discovery and leadership skills applicable to many leadership and managerial situations. Mastery of	JROTC Army

		these standards through project-based learning, service learning and leadership development activities will prepare students for 21st Century leadership responsibilities. This laboratory course is designed to introduce students to the history, customs, traditions, and purpose of the Army JROTC program. It teaches students strategies to maximize their potential for success through learning and self-management. Basic leadership skills to include leadership principles, values and attributes and communications skills are integrated throughout the course. High school students develop an understanding of learning style preferences, multiple intelligences, emotional intelligence, and study skills. These self- assessments will enable students to be self-directed learners. The JROTC curriculum is enhanced through physical fitness activities, extracurricular and co-curriculum.	
28.0320012	JROTC Army Leadership Education II	This laboratory course is designed to build on the self-discovery skills sets taught in JROTC 1. As self-directed learners, students study the fundamentals citizenship skills, the foundation of the American political system and our Constitution. Personal responsibility and wellness are reinforced by diet, nutrition and physical fitness activities. Drug and alcohol awareness and prevention are reinforced. Students are placed in leadership roles that enable them to demonstrate an understanding of basic leadership principles, values, and attributes. The Junior ROTC curriculum is enhanced through physical fitness activities, extracurricular and co-curricular activities that support the core employability skills standards and McRel academic standards.	JROTC Army
28.0330012	JROTC Army Leadership Education III	This laboratory course is designed to build on the leadership experiences developed during JROTC Army 1 and 2. Basic command and staff principles are introduced and include an overview of organizational roles and responsibilities. Leadership strategies, managing conflict, leading others, planning and communications skills are evaluated to improve organizational effectiveness. Career planning is investigated. The Junior ROTC curriculum is enhanced through physical fitness activities, extracurricular and co-curricular activities that support the core employability skills standards and McRel academic standards.	JROTC Army
28.0340012	JROTC Army Leadership Education IV	Junior Reserve Officer Training Corps (JROTC) is a leadership education program. This program will help students build a strong knowledge base of self-discovery and leadership skills applicable to many leadership and managerial situations. Mastery of these standards through project-based learning, service learning and leadership development activities will prepare students for 21st Century leadership responsibilities. This laboratory course is designed	JROTC Army

		build on the leadership skills developed in JROTC 3. Students develop an in-depth understanding of the branches of military service. Intermediate leadership skills to include leadership principles, values and attributes and communications skills are integrated throughout the course. Financial planning skills are studied through the National Endowment for Financial Education. Fundamental teaching skills are introduced. The JROTC curriculum is enhanced through physical fitness activities, extracurricular and co- curricular activities that support the core employability skills standards and McRel academic	
28.0410012	MCJROTC Leadership Education I	This is the initial course of Marine Corps JROTC. It includes program orientation, classroom instruction, and practical application of instructed skills. The course lays the foundations for subsequent Leadership Education courses by teaching the basics of leadership, citizenship, personal growth, appearance and responsibility, general Marine Corps knowledge, drill, and physical training. Emphasis is on introduction to leadership, citizenship, physical training, and drill. Minimum performance requirements for the course are based on successful completion of competencies according to the national Marine Corps JROTC curriculum.	JROTC Marines
28.0420012	MCJROTC Leadership Education II	This is the second course of Marine Corps JROTC. It includes classroom instruction and practical application of the tasks instructed. Completion of the LE1 course is prerequisite. The course builds on the foundations attained in LE1 (leadership, citizenship, personal growth and responsibility, and general military subjects) with more emphasis in the area of General Marine Corps subjects. Career exploration, civilian marksmanship, and first aid are introduced. Minimum performance requirements for the course are based on successful completion of competencies according to the national Marine Corps JROTC curriculum. In this course, novice leaders begin to develop their relationships in personal and practical situations.	JROTC Marines
28.0430012	MCJROTC Leadership Education III	This is the third course of Marine Corps JROTC. It includes classroom instruction and practical application of instructed skills. The course builds on the foundations developed in the initial courses and begins to develop more advanced leadership skills. Leadership Education courses at this level provide elevated instruction in the basics of leadership, citizenship, personal growth, appearance and responsibility, and additional instruction and practical application general military subjects. An introduction to career awareness is also introduced. Emphasis is on development of leadership skills, citizenship, physical training and drill. Minimum performance requirements for the course are based on successful	JROTC Marines

		completion of competencies according to the national Marine Corps JROTC curriculum.	
28.0440012	MCJROTC Leadership Education IV	This is the fourth course of Marine Corps JROTC. The course builds on the foundations developed in level 3 and continues to introduce advanced leadership instruction with emphasis on motivation and discipline. Leadership Education courses at this level provide elevated instruction in leadership, citizenship, personal growth, appearance and responsibility, career awareness, and general military subjects. Basic instruction on military law and land navigation are also introduced. Expanded instruction on rifle safety and marksmanship techniques build on basic instruction at level 2. Physical fitness is enhanced to include planning and supervision. Minimum performance requirements for the course are based on successful completion of competencies according to the national Marine Corps JROTC curriculum.	JROTC Marines
28.0210012	Naval Science I Cadet Field Manual	The purpose of this course is to combine all information on military drill and ceremonies, uniform regulations, physical fitness, orienteering, principles of health, first aid, survival, leadership, and communications. Minimum performance requirements of this course are in accordance with current Chief of Naval Education Training Instruction, NAVEDTRA 37128. The performance standards in this course are based on the performance standards identified in the curriculum for the United States Navy Junior Reserve Officer Training Corps. Successful completion of three courses of credit will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.	JROTC Navy
28.0240012	Naval Science II Nautical science	The purpose of this course is to introduce the various nautical sciences through classroom work and some laboratory time. The development of core skills that students should master is integrated throughout the course and includes geography, oceanography, astronomy, physical science, meteorology, and weather. Minimum performance requirements of this course are in accordance with current Chief of Naval Education Training Instruction, NAVEDTRA 37128. The performance standards in this course are based on the performance standards identified in the curriculum for the United States Navy Junior Reserve Officer Training Corps. Successful completion of three courses of credit will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.	JROTC Navy
28.0250012	Naval Science III Naval Knowledge	The purpose of this course is to further the foundation in citizenship and leadership established in Naval Science One and Two and to expound upon the virtues of the United States citizenship with knowledge of uses of the world's waterways through the viewpoint of National power and International law.	JROTC Navy

		Minimum performance requirements of this course are in accordance with current Chief of Naval Education Training Instruction, NAVEDTRA 37128. The performance standards in this course are based on the performance standards identified in the curriculum for the United States Navy Junior Reserve Officer Training Corps. Successful completion of three courses of credit will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.	
28.0270012	Naval Science IV Naval Leadership and Ethics	The purpose of this course is to take a more in-depth look at what leadership is and to learn how to maximize leadership abilities. More importantly, this course will assist the student in adding the polish necessary to be a truly effective leader in the NJROTC unit, school, community, and in life. Minimum performance requirements of this course are in accordance with current Chief of Naval Education Training Instruction, NAVEDTRA 37128. The performance standards in this course are based on the performance standards identified in the curriculum for the United States Navy Junior Reserve Officer Training Corps. Successful completion of three courses of credit will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.	JROTC Navy
28.0280012	Naval Science IV Effective Communication	The purpose of this course is to teach the students the techniques of effective communication, which is one of the most important skills that a good leader must develop in order to be successful. Minimum performance requirements of this course are in accordance with current Chief of Naval Education Training Instruction, NAVEDTRA 37128. The performance standards in this course are based on the performance standards identified in the curriculum for the United States Navy Junior Reserve Officer Training Corps. Successful completion of three courses of credit will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service	JROTC Navy
Health Science Career Cluster			
25.5210012	Introduction to Healthcare Science	Introduction to Healthcare Science is the foundational course for all Health Science pathways and is a prerequisite for all other Healthcare Science pathway courses. This course will enable students to receive initial exposure to the many Healthcare Science careers as well as employability, communication, and technology skills necessary in the healthcare industry. The concepts of human growth and development, interaction with patients and family members, health, wellness, and preventative care are evaluated, as well as the legal, ethical responsibilities of today's healthcare provider. Fundamental healthcare skills	1st course in all Health Science Pathways

		development is initiated including microbiology, basic life support and first aid. This course will provide students with a competitive edge to be the better candidate for either entry into the healthcare global marketplace and/or the post-secondary institution of their choice to continue their education and training.	
25.4400012	Essentials of Healthcare	Anatomy and Physiology is a vital part of most healthcare post-secondary education programs. The Essentials of Healthcare is a medical-focused anatomy course addressing the physiology of each body system, along with the investigation of common diseases, disorders and emerging diseases. The prevention of disease and the diagnosis and treatment that might be utilized are addressed, along with medical terminology related to each system. This course provides an opportunity to demonstrate technical skills that enforce the goal of helping students make connections between medical procedures and the pathophysiology of diseases and disorders. The pre-requisite for this course is Introduction to Healthcare.	2nd course in all Health Science Pathways *Except Dental
25.4500041	Emergency Medical Responder	The Emergency Medical Responder (EMR) course prepares the student to provide initial stabilizing care to the sick or injured prior to the arrival of Emergency Medical Services Professionals (EMS), and to assist EMS personnel in transporting patients for definitive care at an appropriate hospital/facility. Major areas of instruction include Introductory Medical Terminology and Anatomy & Physiology; Responder Safety; Incident Command; Blood-borne Pathogen Training; Basic Physical Assessment; and Treatment of Trauma and Medical Emergencies; Cardiopulmonary Resuscitation and the use of Automatic External Defibrillators (AEDs). The course is a blend of lecture, hands on lab/learning, and practical scenario-based learning/testing.	Therapeutic Services / Emergency Medical Responder
25.4360041	Patient Care Fundamental	This course is designed to provide students interested in the careers that involve patient care with entry level skills most commonly associated with the career Nursing Assistant. The students are required to meet both national and intrastate professional guidelines as designated by applicable regulatory agencies such as the Occupational Health and Safety Administration (OSHA), Center for Disease Control (CDC), and the Department of Health and Human Services (HHS) with a specific focus on the Omnibus Budget Reconciliation Act of 1987 (OBRA) and the Health Insurance Portability and Accountability Act of 1996 (HIPAA). Upon completion of this course and its prerequisites, this course meets the Certified Nurse Assistant curriculum content as specified by the Alliant Health Solutions. Students meeting all academic, attendance, and age requirements may sit for the Georgia Registry's Examination. Successful	Therapeutic Services/ Patient Care

		completion of the Georgia Registry Examination allows students to seek employment in the state of Georgia as a Certified Nurse Assistant.	
25.4490041	Patient Care Technician	This optional fourth course is designed to offer senior students the opportunity to become effective and efficient multi-skilled healthcare providers by practicing skills learned in Patient Care Fundamentals and developing a working knowledge of advanced patient care skills, including basic cardiology, 12-lead EKG's, oxygen therapy, basic phlebotomy, and specimen collection and processing. When taken as the fourth course in the Therapeutic Services – Patient Care Fundamentals pathway, students successfully completing the requirements may be eligible to sit for Patient Care Technician Certification. The prerequisites for this course include Introduction to Healthcare Science, Essentials of Healthcare, and Patient Care Fundamentals.	Optional Fourth Health Science Courses
Hospitality and Tourism – Culinary Arts Career Cluster			
20.5310012	Introduction to Culinary Arts	Introduction to Culinary Arts is the foundational course designed to introduce students to fundamental food preparation terms, concepts, and methods in Culinary Arts where laboratory practice will parallel class work. Fundamental techniques, skills, and terminology are covered and mastered with an emphasis on basic kitchen and dining room safety, sanitation, equipment maintenance and operation procedures. The course also provides an overview of the professionalism in the culinary industry and career opportunities leading into a career pathway to Culinary Arts.	Culinary Arts
20.5321012	Culinary Arts I	As the second course in the Culinary Arts Career Pathway, the prerequisite for this course is Introduction to Culinary Arts. Culinary Arts I is designed to create a complete foundation and understanding of Culinary Arts leading to postsecondary education or a food-service career. This fundamentals course begins to involve in-depth knowledge and hands-on skill mastery of culinary arts.	Culinary Arts
20.5331012	Culinary Arts II ****	Culinary Arts II is an advanced and rigorous in-depth course designed for the student who is continuing in the Culinary Arts Pathway and wishes to continue their education at the postsecondary level or enter the food-service industry as a proficient and well-rounded individual. Strong importance is given to refining hands-on production of the classic fundamentals in the commercial kitchen.	Culinary Arts
Hospitality and Tourism – Sports Marketing Career Cluster			
08.4740012	Marketing Principles	Marketing Principles is the foundational course for the Marketing and Management, Fashion Merchandising and Buying, and Marketing Communications and Promotion Pathways. Marketing Principles addresses	Sports and Entertainment Marketing

		all the ways in which marketing satisfies consumer and business needs and wants for products and services. Students develop a basic understanding of Employability, Foundational and Business Administration skills, Economics, Entrepreneurship, Financial Analysis, Human Resources Management, Information Management, Marketing, Operations, Professional Development, Strategic Management, and Global Marketing strategies. Instructional projects with real businesses, work-based learning activities including School-Based Enterprises, and DECA application experiences should be incorporated in this course. Pre-requisite for this course is advisor approval.	
08.4780012	Introduction to Sports/ Entertainment Marketing	This course introduces the student to the major segments of the Sports and Entertainment Industry and the social and economic impact the industry has on the local, state, national, and global economies. The products and services offered to consumers and the impact of marketing on these products and services are examined. Units include: Business Fundamentals, Product Mix, Product Knowledge, Product/Service Management, Business Regulations, Interpersonal Skill, Selling, Marketing Information Management, Economics, Distribution, Pricing, Advertising, Publicity/Public Relations, Sales Promotion, Business Risks, and Organization.	Sports and Entertainment Marketing
08.4850012	Advanced Sports and Entertainment Marketing	This course provides students opportunities to develop managerial and analytical skills and deepen their knowledge in sports/entertainment marketing. Topical units include: Marketing Information Management, Selling, Publicity/Public Relations, Sales Promotion, Management of Promotion, Product Mix, Pricing, Positioning, and Marketing Planning.	Sports and Entertainment Marketing
08.4530012	Hospitality, Recreation and Tourism Essentials	The second course in the Hospitality, Recreation and Tourism Pathway educates students on the basics of marketing and business in relation to the hospitality, recreation, and tourism industry in the U.S. and abroad. Students will study destination geography, world economies, and historical timelines related to major segments of the hospitality industry. Students will determine how the HRT industry uses marketing to achieve goals. The vital roles of group, convention and meeting planning, human relations, communications, and ethics will be examined along with the recreation industry segment.	Hospitality, Recreation and Tourism

08.4540012	Hospitality, Recreation and Tourism Management	The third course in the Hospitality, Recreation and Tourism (HRT) Pathway will ensure that students develop a leadership perspective about social, environmental, economic and consumer factors impacting the HRT industry. Students will analyze operations, control systems, management structures, service levels, cost effective operations and related technology. Students will demonstrate skills in handling legal and liability issues and human resources functions. Throughout the course, students will develop an innate understanding that exemplary customer service skills define success in the industry.	Hospitality, Recreation and Tourism
Human Services – Family and Consumer Sciences Career Cluster			
20.4161012	Food, Nutrition and Wellness	Food, Nutrition and Wellness is the foundational course in the nutrition and food science pathway. The focus of the course is centered on healthy food and lifestyle choices. Students will investigate the interrelationship of food, nutrition and wellness to promote good health. Mastery of standards through project-based learning, technical skills practice, and leadership development activities of Family, Career and Community Leaders of America (FCCLA) will provide students with a competitive edge for either entry into the education global marketplace and/or the post-secondary institution of their choice to continue their education and training.	Nutrition and Food Science
20.4140012	Food for Life	Food for Life is an advanced course in food and nutrition that addresses the variation in nutritional needs at specific stages of the human life cycle: lactation, infancy, childhood, adolescence, and adulthood including elderly. The most common nutritional concerns, their relationship to food choices and health status and strategies to enhance well-being at each stage of the lifecycle are emphasized. This course provides knowledge for real life and offers students a pathway into dietetics, consumer foods, and nutrition science careers with additional education at the post-secondary level.	Nutrition and Food Science
20.4181012	Food Science	Food science integrates many branches of science and relies on the application of the rapid advances in technology to expand and improve the food supply. Students will evaluate the effects of processing, preparation, and storage on the quality, safety, wholesomeness, and nutritive value of foods. Building on information learned in Nutrition and Wellness and Chemistry, this course illustrates scientific principles in an applied context, exposing students to the wonders of the scientific world. Related careers will be explored.	Nutrition and Food Science

Personal Care Services Cluster			
12.5440012	Introduction to Personal Care Services	This course introduces both fundamental theory and practices of the personal care professions including nail technicians, estheticians, barbers, and cosmetologists. Emphasis will be placed on professional practices and safety. Areas addressed in this course include: state rules and regulations, professional image, bacteriology, decontamination and infection control, chemistry fundamentals, safety, Hazardous Duty Standards Act compliance, and anatomy and physiology. Students will experience basic hands on skills in each area to help them determine the pathway they are most interested in pursuing. By completing courses in the personal care services pathways, students can potentially earn credit toward the hours required by the Georgia State Board of Barbering and/or Cosmetology or hours toward their license as an esthetician or nail technician. Pre-requisite for this course is advisor approval.	Personal Care Services • Cosmetology • Barbering • Nails
12.4100012	Cosmetology Services II	This course as well as additional advanced cosmetology courses is aligned with the Georgia State Board of Cosmetology requirements and licensure, and with the Technical College System of Georgia. This course is designed to enhance the understanding of anatomy of the skin and hair relating to the Cosmetology Industry. Students will master shampooing, permanent waving, haircutting, basic skin care, and make-up application while maintaining safety and sanitation in the workplace set forth by OSHA standards.	Personal Care Services-Cosmetology
12.4110012	Cosmetology Services III	This course will cover haircutting, hair color, and relaxers. Both theory and practical work will be implemented for students to have basic entry level skills in the field of cosmetology. Safety and infection control will be applied throughout this course. Professional work ethics, communication skills, critical thinking skills, soft skills and professional image will be utilized during this course. This course aligns to the regulations and requirements of the State Board of Cosmetology. The prerequisites for the course are Introduction to Personal Care Services and Cosmetology Services II	Personal Care Services-Cosmetology
12.4120020	Cosmetology Services IV	This course is designed to increase knowledge and skills in cosmetology competencies including, advanced hair color techniques, color correction, haircutting, hairstyling, facials, waxing, lash and brow tint and nail services. Students will earn credit hours toward the completion of the 1500 training hours (250 theory + 1250 service application hours) required by the Georgia State Board of Cosmetology. In addition, this course offers the possibility of meeting articulation alignment with the technical colleges or other postsecondary options. This course includes required	Pre-requisite: Introduction to Personal Care Services, Cosmetology II and III

		theory and practical applications. This course provides more in-depth competencies for the co-curricular student organization SkillsUSA and presents integral components that should be incorporated throughout instructional strategies developed for the course.	
12.5510012	Cosmetology Intern I	Pre-requisites required	Pre-requisite: Introduction to Personal Care Services, Cosmetology II and III
12.4200020	Barbering II	This course is designed as an introductory level course for the Barbering Pathway and presents intermediate skills and knowledge related to barbering and scientific and mathematical corollaries. Clinical activities are included in this phase of study. Clinicals included in this course involve: individualized and precise designing, cutting, and shaping of the hair. Students will earn credit hours toward the completion of the 1500 credit hours required by Georgia State Board of Barbers. According to the State Board of Barbering, each student must obtain 280 total hours of theory training before the student is allowed to render clinical services.	Personal Care Services- Barbering MBCC Only
12.4210012	Barbering III	This course will provide higher level skills that the students can transfer to post-secondary barber schools. Students are required to meet both national and intrastate professional guidelines as designated by applicable regulatory agencies such as the Occupational Health and Safety Administration (OSHA) and the Georgia Board of Barbering. The knowledge and skills gained through this course will assist students in the analysis and performance of professional services such as haircutting and styling, mustache and beard design, facials, shaves and scalp treatments. In addition, this course offers the possibility of meeting articulation alignment with the technical college standards. This course is considered broad-based with high impact in the personal care service industry. Students will achieve technical content skills necessary to pursue a full range of careers in this program.	Personal Care Services- Barbering MBCC Only
12.4700020	Nail Care Services II	Nail Care II provides training in manicuring, pedicuring and advanced nail techniques. Topics include: implements, products and supplies, diseases and disorders, advanced manicure techniques, pedicure techniques, nail product and general safety precautions and practices, and advanced nail techniques (acrylics, wraps, tips and gel). By completing courses in nail care, students can potentially earn credit toward the hours required by the Georgia State Board of Cosmetology or hours toward their license as a nail technician. This course provides more in-depth competencies for the co-	Personal Care Services – Nails MBCC Only

		curricular student organization SkillsUSA and presents integral components that should be incorporated throughout the course. In addition, this course offers the possibility of meeting articulation alignment with the technical college standards. The prerequisite for this course is Introduction to Personal Care Services.	
12.4712220	Nail Care Services III	This course is designed to provide advanced training for employment in nail care careers. Academic knowledge and skills related to cosmetology are reviewed. Instruction includes advanced training in disinfection and sanitation processes and nails care and meets the Georgia State Board of Cosmetology and Regulation requirements for licensure upon passing the state examination. Students apply, combine, and justify knowledge and skills to a variety of settings and problems. This course provides more in-depth competencies for the co-curricular student organization SkillsUSA and presents integral components that should be incorporated throughout the course. In addition, this course offers the possibility of meeting articulation alignment with the technical college standards. The pre-requisites for this course are Introduction to Personal Care Services and Nail Care Services II.	Personal Care Services – Nails MBCC Only
Information Technology Career Cluster			
11.4460012	Introduction to Software Technology	Introduction to Software Technology is the foundational course for Cloud Computing, Computer Science, Game Design, Internet of Things, Programming, Web and Digital Design, and Web Development pathways. This course is designed for high school students to understand, communicate, and adapt to a digital world as it impacts their personal life, society, and the business world. Exposure to foundational knowledge in programming languages, software development, app creation, and user interfacing applications are all taught in a computer lab with hands-on activities and project-focused tasks.	• Cybersecurity • Computer Science • Networking • Web and Digital Design • Programming
11.4480012	Introduction to Hardware Technology	Introduction to Hardware Technology is the foundational course for Information Support & Services, Networking, and Cybersecurity pathways. This course is designed for high school students to understand, communicate, and adapt to a digital world as it impacts their personal lives, society, and the business world. Exposure to foundational knowledge in hardware, IT support, networks, and cybersecurity are all taught in a computer lab with hands-on activities and project-focused tasks. Students will not only understand the concepts but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course.	• For Cyber Academy of Excellence use only

11.4610012	Networking Fundamentals	Various forms of technologies will be used to expose students to resources, software, and applications of networking. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of the employability skills standard for this course. Networking Fundamentals is the second course in the Networking pathway in the Information Technology cluster. Students enrolled in this course should have successfully completed Introduction to Digital Technology.	Networking
11.4620012	Networking Systems and Support	Various forms of technologies will be used to expose students to resources, software, and applications of networking. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of the employability skills standard for this course. Networking Systems & Support is the third course in the Networking pathway in the Information Technology cluster. Students enrolled in this course should have successfully completed Introduction to Digital Technology and Networking Fundamentals course. After mastery of the standards in this course, students should be prepared to take the end of pathway assessment in this career area.	Networking
11.0190014	Advanced Placement Computer Science Principles	Course meets fourth science, or fourth mathematics, or world language requirement; Two computer science courses from the same pathway will satisfy two years of sequenced foreign language courses.	
11.4720012	Programming Games, Apps and Society	The course is designed for high school students to strategize, design, and develop games and mobile and desktop applications that can be produced in the real world. Students will learn about life-cycles of project development and use models to develop applications. Attention will be placed on how user interfaces affect the usability and effectiveness of a game or an application. Programming constructs will	Programming

		be employed which will allow students' applications to interact with "real world," stimuli. The course exposes students to privacy, legality, and security considerations with regards to the software industry.	
11.4510012	Digital Design	Using web design as the platform for product design and presentation, students will create and learn digital media applications using elements of text, graphics, animation, sound, video and digital imaging for various format. The digital media and interactive media projects developed and published showcase the student skills and ability. Emphasis will be placed on effective use of tools for interactive multimedia production including storyboarding, visual development, project management, digital citizenship, and web processes. Students will create and design web sites that incorporate digital media elements to enhance content of web site.	Web and Digital Design
11.4520012	Web Design	Taking this course will equip students will the ability to plan, design, and create a web site. Students will move past learning how to write code and progress to designing a professional looking web site using graphical authoring tools that contains multimedia elements. Working individually and in teams, students will learn to work with web page layout and graphical elements to create a professional looking web site. Various forms of technologies will be used to expose students to resources, software, and applications of web design. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of the employability skills standard for this course	Web and Digital Design
11.4250012	Web Development	This course, with Hypertext Markup Language (HTML) and Cascading Style Sheet (CSS) as its foundation, will teach students to develop and design responsive web sites through coding, testing, debugging and implementation of web-based services. This course will also allow students to learn about content management systems, client-side languages, server-side languages, and database concepts. The course is designed to give students foundational knowledge of "front-end" and "back-end" development to address the presentation and data access layers of web site development.	Web Development

11.4470012	Cloud Computing	The Cloud Computing course is intended for students who seek an overall understanding of cloud computing, independent of specific technical roles, cloud concepts, core services, security, architecture, and support. Students dive deeply into cloud computing best practices and learn how cloud computing helps users develop a global infrastructure to support use case at scale while also developing and inventing innovative technologies. Innovation through cloud computing is making a major impact in nearly every industry, including healthcare, finance, manufacturing, government, and nonprofit. The global public cloud computing market has consistently grown 15 percent year after year and is projected to continue to grow annually. This course utilizes hands-on practical lab activities to explore and build cloud technologies.	
11.4710012	Computer Science Principles	Computer Science Principles is an intellectually rich and engaging course that is focused on building a solid understanding and foundation in computer science. This course emphasizes the content, practices, thinking and skills central to the discipline of computer science. Through both its content and pedagogy, this course aims to appeal to a broad audience. The focus of this course will fall into these computational thinking practices: connecting computing, developing computational artifacts, abstracting, analyzing problems and artifacts, communicating, and collaborating. Various forms of technologies will be used to expose students to resources and application of computer science. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry.	• Computer Science • Game Design • Programming • Web Development
11.4610020	Networking Fundamentals	This course is designed to provide students with the background necessary to understand the local area networking information on workstations and networking. Students will learn the processes involved in designing, implementing, upgrading, managing, and otherwise working with networks and network technologies.	• For Cyber Academy of Excellence use only
11.4810020	Introduction to Cybersecurity	Introduction to Cybersecurity is designed to provide students the basic concepts and terminology of cybersecurity. The course examines how the concept of security integrates into the importance of user involvement, security training, ethics, trust, application of cybersecurity practices and devices, and best practices management. The fundamental skills cover internal and external threats to network security and design, how to enforce network level security policies,	• For Cyber Academy of Excellence use only

		how to protect an organization's information, and a broad range of other topics. Introduction to Cybersecurity is the second course in the Cybersecurity career pathway of the Information Technology Career Cluster and primarily focuses on the National Cybersecurity Workforce Framework category Protect and Defend and the Computer Network Defense work roles. Students enrolled in this course should have successfully completed Introduction to Digital Technology.	
11.4820020	Advanced Cybersecurity	Advanced Cybersecurity is designed to provide students the advanced concepts and terminology of cybersecurity. The course explores the field of cybersecurity with updated content including new innovations in technology and methodologies. It builds on existing concepts introduced in Introduction to Cybersecurity and expands into malware threats, cryptography, organizational security, and wireless technologies. Advanced Cybersecurity is the third course in the Cybersecurity career pathway in the Information Technology Career Cluster. Students enrolled in this course should have successfully completed Introduction to Digital Technology and Introduction to Cybersecurity.	• For Cyber Academy of Excellence use only
11.0160014	AP Computer Science	The AP Computer Science A course is an introductory course in computer science. Because the design and implementation of computer programs to solve problems involve skills that are fundamental to the study of computer science, a large part of the course is built around the development of computer programs that correctly solve a given problem. These programs should be understandable, adaptable, and, when appropriate, reusable. At the same time, the design and implementation of computer programs is used as a context for introducing other important aspects of computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, the study of standard algorithms and typical applications, and the use of logic and formal methods.	• Computer Science • Game Design • Programming • Web Development
11.4290020	Game Design: Animation and Simulation	Students completing this course will gain an understanding of the fundamental principles used at every stage of the game creation process. First, game genres and modes of play are explored in terms of the psychology of incentives, motivation to play, and social networking. Next, virtual characters and non-player characters are reviewed from concept drawing to 2D and 3D art, rigging, and animation. Finally, level design, storytelling, and animation are added to develop a virtual world around the characters. These same techniques are at work in training simulator systems, virtual shopping experiences, augmented reality, and many other important career options. Schools offering this program can provide a foundation of traditional	Cyber Hub Only

		drawing, illustration, and art courses to make way for the 2D and 3D animation, storytelling, character development, audio, and game technology.	
11.4810012	Introduction to Cybersecurity	Introduction to Cybersecurity is designed to provide students the basic concepts and terminology of cybersecurity. The course examines how the concept of security integrates into the importance of user involvement, security training, ethics, trust, application of cybersecurity practices and devices, and best practices management. The fundamental skills cover internal and external threats to network security and design, how to enforce network level security policies, how to protect an organization's information, and a broad range of other topics.	Cybersecurity
11.4820012	Advanced Cybersecurity	Advanced Cybersecurity is designed to provide students the advanced concepts and terminology of cybersecurity. The course explores the field of cybersecurity with updated content including new innovations in technology and methodologies. It builds on existing concepts introduced in Introduction to Cybersecurity and expands into malware threats, cryptography, organizational security, and wireless technologies.	Cybersecurity
Law, Public Safety, Corrections and Security Career Cluster			
43.4500012	Introduction to Law, Public Safety, Corrections and Security	Introduction to Law, Public Safety, Corrections, and Security (LPSCS) is the pre-requisite for all other courses within the Career Cluster. This course provides students with career-focused educational opportunities in various LPSCS fields. It examines the basic concepts of law related to citizens' rights and the responsibilities, and students will receive instruction in critical skill areas including: communicating with diverse groups, conflict resolution, ethics, CERT (Citizens Emergency Response Training, or similar program), basic firefighting, report writing, terrorism, civil and criminal law. Career planning and employability skills will be emphasized.	Corrections Services
43.4510012	Criminal Justice Essentials	Criminal Justice Essentials provides an overview of the criminal justice system. Starting with historical perspectives of the origin of the system, the course reviews the overall structure. Students will become immersed in criminal and constitutional law and will review basic law enforcement skills. The course ends with a mock trial to provide participants with a first-hand experience of the criminal justice system. The course will also provide in-depth competencies and components for the co-curricular SkillsUSA student organization that should be incorporated throughout instructional strategies of the course. Participation in additional student organizations that align with Law, Public Safety, Corrections and Security pathways (i.e.	This is the 2nd course in • Corrections Services • Security and Protective Services • Law Enforcement Services / Public Safety Communications • Law Enforcement

		mock trial) is encouraged to enhance standards addressed in the curriculum.	Services / Criminal Investigations • Law Enforcement Services / Forensic Science
43.4530012	Forensic Science and Criminal Investigations	Forensic Science and Criminal Investigations is a course designed to contextualize scientific principles within the career studies of students interested in criminal justice. The course will utilize scientific equipment; therefore, instructors should have access to a science lab if their Career and Technical Education lab is not equipped. Students will study the forensic application of principles of chemistry, biology, physics and other disciplines. Students will utilize chromatography, electrophoresis, microscopic observation, and other scientific techniques in their studies. Students will also learn some investigative techniques and crime scene investigation skills through the lens of the scientific method	Law Enforcement Services / Forensics Science
Manufacturing Career Cluster			
21.4410080	Foundations of Manufacturing and Materials Science	Foundations of Manufacturing and Materials Science is the introductory course for the Manufacturing career pathway. This course provides students with opportunities to become familiar with related careers and develop fundamental technological literacy as they learn about the history, systems, and processes of manufacturing. In addition, the course will provide an overview of the safe use of tools and equipment used in the industry.	Manufacturing
21.4450080	Robotics and Automated Systems	Upon completing this course, students will be able to apply their knowledge of computer aided design (CAD), computer numerical control (CNC), robotics, computer assisted manufacturing (CAM), programmable logic controllers (PLC), automated guided vehicles (AGV), and computer integrated manufacturing (CIM).	Manufacturing
21.4440080	Production Enterprises	The purpose of this course is to give students an understanding of how to design and implement a production system. Students learn how businesses engage in the production of products beginning with pre-production activities and continuing through post-production activities. Additionally, students will learn about the historical and societal impact of production. Students will also develop an understanding of careers available in manufacturing and the skills and education required for those careers.	Manufacturing
Marketing Career Cluster			
08.4740012	Marketing Principles	Marketing Principles is the foundational course for the Marketing and Management, Fashion Merchandising	• Marketing and Management

		and Buying, and Marketing Communications and Promotion Pathways. Marketing Principles addresses all the ways in which marketing satisfies consumer and business needs and wants for products and services. Students develop a basic understanding of Employability, Foundational and Business Administration skills, Economics, Entrepreneurship, Financial Analysis, Human Resources Management, Information Management, Marketing, Operations, Professional Development, Strategic Management, and Global Marketing strategies. Instructional projects with real businesses, work-based learning activities including School-Based Enterprises, and DECA application experiences should be incorporated in this course. Pre-requisite for this course is advisor approval.	• Fashion, Merchandising and Retail Management
08.4410012	Marketing and Entrepreneurship	Marketing and Entrepreneurship is the second course in the Marketing and Management Career Pathway. Marketing and Entrepreneurship begins an in-depth and detailed study of marketing while also focusing on management with specific emphasis on small business ownership. This course builds on the theories learned in Marketing Principles by providing practical application scenarios which test these theories. In addition, Marketing and Entrepreneurship focuses on the role of the supervisor and examines the qualities needed to be successful.	Marketing and Management
08.4420012	Marketing Management	Marketing Management is the third course in the Marketing and Management pathway. Students assume a managerial perspective by applying economic principles in marketing, analyzing operation's needs, examining channel management and financial alternatives, managing marketing information, pricing products and services, developing product/service planning strategies, promoting products and services, purchasing, and professional sales. This course also includes global marketing where students analyze marketing strategies employed in the United States versus those employed in other countries.	Marketing and Management
08.4210012	Fashion, Merchandising and Retailing Essentials	Fashion, Merchandising and Retailing Essentials is the second course in the Fashion, Merchandising and Retail Management Pathway. This course introduces students to the retail industry including the fundamentals of fashion marketing, key marketing concepts essential to every business, types of businesses involved in the industry, and an array of career opportunities. Students will develop skills in such areas as fashion economics, marketing segmentation and target marketing, product selection and buying, and inventory systems	Fashion, Merchandising and Retail Management

08.4220012	Advanced Fashion, Merchandising and Retailing	Advanced Fashion, Merchandising and Retailing is the third course in the Fashion, Merchandising and Retail Management Career Pathway and focuses on the application of knowledge and the performance of key skills required in a retail environment. Students will develop skills necessary for managing the following elements: pricing, visual merchandising, advertising, special promotions, professional sales, and customer service.	Fashion, Merchandising and Retail Management
Science, Technology, Engineering, and Math Career Cluster			
21.4250012	Foundations of Engineering and Technology	The Foundations of Engineering and Technology is the introductory course for the Engineering and Technology Education pathways. This STEM driven course provides the students with an overview of engineering and technology including the different methods used in the engineering design process developing fundamental technology and engineering literacy. Students will demonstrate the skills and knowledge they have learned through various project-based activities while using an engineering design process to successfully master the "E" in STEM. The pre-requisite for this course is advisor approval.	• Engineering and Technology • Energy
21.4710012	Engineering Concepts	Engineering Concepts is the second course in the Engineering and Technology Pathway. Students will learn to design technical solutions to engineering problems using a whole systems approach to engineering design. Students will demonstrate the application of mathematical tools, teamwork, and communications skills in solving various design challenges, while maintaining a safe work environment. The prerequisite for this course is Foundations of Engineering and Technology.	Engineering and Technology
24.4720012	Engineering Applications	Engineering Applications is the third course in the Engineering and Technology Pathway. Students will apply their knowledge of Science, Technology, Engineering, and Math (STEM) to develop solutions to technological problems. Solutions will be developed using a combination of engineering software and prototype production processes. Students will use market research, cost benefit analysis, and an understanding of the design cycle to create and present design, marketing, and business plans for their solutions. A capstone project will allow students to demonstrate their depth of knowledge of the engineering design process and prepare them for future opportunities in the field of engineering. The prerequisite for this course is Engineering Concepts.	Engineering and Technology
48.4420080	Survey of Engineering Graphics	Survey of Engineering Graphics is the second course in the Engineering Drafting and Design Career Pathway. The course is designed to build student skills and knowledge in the field of engineering graphics/technical drafting. The course focus includes employability skills, career opportunities, applied	Engineering Drafting and Design

		math, working drawings that include sectional, auxiliary, detail and pictorial views, and pattern developments. In addition, elements in applied mathematics are integrated throughout the course. The prerequisite for this course is Introduction to Drafting & Design.	
48.4430080	3-D Modeling and Analysis	Three-Dimensional (3D) Modeling and Analysis is a one-credit course that completes the pathway in Engineering Drafting and Design. Reverse engineering strategies are recommended for third level working drawings. Computer-aided design (CAD) is recommended for use extensively with each standard in the course. Focus is on employability strategies, career studies, applied math, fasteners, working drawings, and assembly drawings. The final culmination is a presentation project that contains information mastered throughout the three courses. The prerequisite for this course is Survey of Engineering Drafting & Design.	Engineering Drafting and Design
21.4520012	Foundations of Electronics	This foundational course is designed for students who are interested in careers related to the design, production, analysis, repair, and operation of devices that use electronics. Students will study and apply using project-based learning activities the fundamentals of electricity and electronic systems including the theory and operation of how the basic components function, how a variety circuits are connected, and how to design these circuits. The pre-requisite for this course is advisor approval.	Electronics
21.4530012	Advanced AC and DC Circuits	As the second course in the Electronics Pathway, this course is designed for students interested in careers related to the design, production, analysis, repair, and operation of devices that use electronics. The course is designed around major individual and class projects that promote critical thinking, real world problem solving, and abstract reasoning that encourage the student to become an investigative lifelong learner. Students will create artifacts that demonstrate application of competencies in technical, academic, cognitive, and personal skills through daily work, team work, and homework, formative and informative assessments. The prerequisite for this course is Foundations of Electronics.	Electronics
21.4540012	Digital Electronics	As the third course in the Electronics pathway, the Digital Electronics course provides students with opportunities to apply prior learning in electronics to the digital world in which they live. Students use applications of mathematics and science to predict the success of an engineered solution and complete hands-on activities with tools, materials, and processes as they develop functional devices and working prototypes aided by computer simulations. Students will create artifacts that demonstrate application of competencies in technical, academic,	Electronics

		cognitive, and personal skills through daily work, team work, and homework, formative and informative assessments. Assessments will demonstrate how students meet mastery for each standard. Students may be assessed through daily habits, homework, in-class assignments, examinations and project evaluation.	
Transportation, Distribution and Logistics Career Cluster			
47.4500012	Automotive Technologies 1	This course is designed as the foundational course for the General Automotive Technology pathway. Students in this course will learn the basic skills needed to gain employment as an entry level automotive technician. Students will be exposed to courses in automotive preventative maintenance, brakes, steering and suspension, electrical systems, engine repair, engine performance, automatic transmission, manual transmission and differential & automotive HVAC. The hours completed in this course are aligned with ASE standards and are a base for the entry-level technician.	General Automotive Technology
47.4510012	Automotive Technologies 2	This course is designed as the second course for the General Automotive Technology Pathway. Students in this course will learn the basic skills needed to gain employment as an entry level automotive technician. Students will be exposed to courses in automotive preventative maintenance, brakes, steering and suspension, electrical systems, engine repair, engine performance, automatic transmission, manual transmission and differential & automotive HVAC. The hours completed in this course are aligned with ASE standards and are a base for the entry-level technician. The prerequisite for this course is advisor approval and successful completion of Automotive Technologies 1.	General Automotive Technology
47.4520012	Automotive Technologies 3 ****	This course is designed as the third course for the General Automotive Technology Pathway. Students in this course will learn the basic skills needed to gain employment as an entry level automotive technician. Students will be exposed to courses in automotive preventative maintenance, brakes, steering and suspension, electrical systems, engine repair, engine performance, automatic transmission, manual transmission and differential & automotive HVAC. The hours completed in this course are aligned with ASE standards and are a base for the entry-level technician. The prerequisite for this course is advisor approval and successful completion of Auto Tech 2	General Automotive Technology
47.4600012	Fundamentals of Aerospace	This course is designed as the foundational course for both the Aviation Maintenance and the Flight Operations pathways. Students will gain a fundamental knowledge base in aviation history and regulations, the basic principles of flight, aerospace careers, and factors influencing work systems,	

		aerospace technologies, and basic aviation meteorology. These concepts can later be applied to various aerospace occupations. Classroom and lab activities will assure students a thorough understanding of the aerospace environment. The pre-requisite for this course is advisor approval.	
47.4880012	Flight Operations I	Navigation and Communication are essential to the safe operation of aircraft within the airspace system. This course provides a foundation that enables the student to apply the basics of aircraft navigation and utilize efficient communication methods for safe aircraft operations. The prerequisite for this course is Fundamentals of Aerospace.	Flight Operations
47.4891012	Unmanned Aircraft Systems	This course provides a foundation to prepare a student to earn a commercial license to pilot an unmanned aircraft system. Topics discussed include weather and effects of weather on an unmanned aircraft; types and uses of unmanned aircraft; pre-flight planning and checks; FAA requirements; technology and remote instrumentation; radio communications, plus much more. Students have an opportunity to earn their remote pilot license by taking and successfully passing the FAA Part 107 Exam.	Unmanned Aircraft Systems
Special Programs			
32.8110012	Career Technology Instruction I	Provides a year-long intervention program for students with disabilities enrolled in vocational programs; provides vocational assessment, counseling and guidance, support services and curriculum adjustment, a system to foster positive self-image, an individualized educational program (IE), a career ladder and transitional services from school to work or post-secondary training. Stresses transitional services needed for job placement and/or continued education.	Special Programs CTI MEBCC Only
32.8120012	Career Technology Instruction II	Enhances level-one competencies; provides more in-depth study of the vocational program and continues individualized support assistance and transitional services.	Special Programs CTI MEBCC Only
32.8130012	Career Technology and Instruction III	Enhances level-two competencies; intensifies study in vocational laboratory programs and emphasizes developing skills to complete a transitional plan for successful employment and/or continued education. Work Based Learning and on-the-job training opportunities available for students enrolled.	Special Programs CTI MEBCC Only
32.8140012	Career Technology and Instruction IV	Enhances level-three competencies and emphasizes direct contact with potential employers and job sites. These work settings may be provided by the Coordinator and/or Vocational Rehabilitation Counselors. After researching careers and occupations, it introduces job readiness, visits to businesses and industries appropriate for special populations, and tours of postsecondary vocational	Special Programs CTI MEBCC Only

		programs for students that are eligible. The final support and transition service provided by the CTI programs in full-time deployment.	
32.4300012	Introduction to Career Competencies	Workforce Ready Pathway Course 1: In this course students acquire employability skills that ease their transition to the workforce. Specific skills within the course provide additional opportunities for students to sharpen academic and employability skills, financial literacy, multiple forms of communication strategies, mastery of technology and specific-related tools, workplace safety, and self-advocacy approaches. These essential skills and concepts need to be taught in an individualized basis to meet the academic and workplace skill-needs of students.	Workforce Ready Pathway Course
32.4310012	Career Competencies	Workforce Ready Pathway Course 2: In this course students acquire employability skills that ease their transition to the workforce. Specific skills within the course provide additional opportunities for students to sharpen academic and employability skills, financial literacy, multiple forms of communication strategies, mastery of technology and specific-related tools, workplace safety, and self-advocacy approaches. These essential skills and concepts need to be taught in an individualized basis to meet the academic and workplace skill-needs of students.	Workforce Ready Pathway Course
32.4320012	Advanced Career Competencies	Workforce Ready Pathway Course 3: In this course students acquire employability skills that ease their transition to the workforce. Specific skills within the course provide additional opportunities for students to sharpen academic and employability skills, financial literacy, multiple forms of communication strategies, mastery of technology and specific-related tools, workplace safety, and self-advocacy approaches. These essential skills and concepts need to be taught in an individualized basis to meet the academic and workplace skill-needs of students.	Workforce Ready Pathway Course
35.0610020		Course for Cyber Academy of Excellence at RCTCM	

Fine Arts Course Options and Descriptions

Course Number	Course	Description
50.0211012 50.0211022	Visual Arts Comprehensive I	Introduces art history, art criticism, aesthetic judgment, and studio production. Emphasizes the ability to understand and use elements and principles of design through a variety of media, processes, and visual resources. Explores master artworks for historical and cultural significance.
50.0212012 50.0212022	Visual Arts Comprehensive II	Enhances level-one skills in art history, art criticism, aesthetic judgment, and studio production. Emphasizes and reinforces knowledge and application of the design elements and their relationship to the principles of design. Explores different two- and three-dimensional art media and processes. Investigates master artworks to increase awareness and to examine the role of art and the artist in past and contemporary societies.
50.0310012 50.0310022	Visual Arts/ Painting I	Explores a variety of techniques and wide range of painting media. Emphasizes developing basic painting and critical analysis skills for responding to master paintings. Examines solutions to painting problems through the study of color theory and composition. Emphasizes the concept and development of personal style. Covers Western and non-Western cultures.
50.0311012 50.0311022	Visual Arts/ Drawing I	Explores a variety of drawing techniques and media. Emphasizes development of basic drawing skills and critical analysis skills for responding to master drawings. Examines solutions to drawing problems through student drawings and those of other artists. Covers Western and non-Western cultures.
50.0312012 50.0312022	Visual Arts/ Drawing II	Enhances level-one skills in technique and provides further exploration of drawing media. Reinforces basic drawing skills and critical analysis skills for responding to master drawings of different historical styles and periods. Examines solutions to drawing problems through student drawings and those of other artists.
50.0314012 50.0314022	Visual Arts/ Painting II	Enhances level-one painting skills and offers opportunities to apply painting techniques in a variety of media. Emphasizes critical analysis skills for responding to master paintings of different styles and historical periods. Resolves selected painting problems and emphasizes the concept and development of personal style.
50.0411012 50.0411022	Visual Arts/ Ceramics/ Pottery I	Introduces the characteristics of clay and design in clay using various techniques of construction and decoration. Emphasizes hand building and introduces other forming techniques, surface decoration, and glaze applications. Covers styles of ceramic works from Western and non-Western cultures.

50.0412012 50.0412022	Visual Arts/ Ceramics/ Pottery II	Enhances level-one skills and provides opportunities to apply design techniques in clay through hand building and/or throwing on the potter's wheel. Introduces formulation of basic glazes and kiln firing; stresses evaluation of clay forms through art criticism.
50.0611012 50.0611022	Visual Arts/ Sculpture I	Introduces the design and production of relief sculpture and sculpture-in-the-round. Emphasizes the historical origins and functions of sculpture in Western and non-Western cultures. Includes additive, subtractive, and modeling methods. Explores traditional and nontraditional materials for sculpted works and the work of both historical and contemporary sculptural artists.
50.0612012 50.0612022	Visual Arts/ Sculpture II	Enhances level-one skills and explores the design and production of relief sculpture and sculpture-in-the-round. Emphasizes the historical origins and functions of sculpture in Western and non-Western cultures. Includes additive, subtractive, and modeling, methods. Explores traditional and nontraditional materials for sculpted works and the work of a variety sculptural artists.
50.0711012 50.0711022	Visual Arts/ Photography I	Introduces photography as an art form. Covers the historical development of photography and photographic design and its cultural influences. Emphasizes the basics of exposing and processing photographs by introducing traditional and digital photography. Stresses appropriate processing techniques and safe use of photographic materials and equipment.
50.0712012 50.0712022	Visual Arts/ Photography II	Enhances level-one skills and provides opportunities to apply photographic design methods. Stresses composing and processing techniques using a 35mm/or digital camera and pinhole camera with varied focal lengths. Emphasizes appropriate processing techniques, darkroom techniques and digital photography editing. Continues to explore photography and photographers for historical and critical appraisal.
50.0811014	Visual Arts/Advanced Placement Studio: Drawing Portfolio	Conforms to College Board topics for the Advanced Placement Studio Art Drawing Portfolio Examination. Requires submission of original works and slides to be evaluated on quality. Provides experiences using different drawing media and approaches; designed for students interested in the practical experiences of art.
50.0813014	Visual Arts/Advanced Placement Studio: 2D Design Portfolio	Conforms to College Board topics for the Advanced Placement Studio 2D Design Portfolio Examination. Requires submission of original works and slides to be evaluated on quality. Provides experiences using different drawing media and approaches; designed for students interested in the practical experiences of art.

50.0814014	Visual Arts/Advanced Placement Studio: 3D Design Portfolio	Conforms to College Board topics for the Advanced Placement Studio 3D Design Portfolio Examination. Requires submission of original works and slides to be evaluated on quality. Provides experiences using different drawing media and approaches; designed for students interested in the practical experiences of art.
50.0921014	Visual Arts/Advanced Placement History of Art	Conforms to College Board topics for the Advanced Placement History of Art Examination. Covers prehistory to Egyptian, Greek and Roman, Early Christian, Byzantine, Early Medieval, Romanesque, Gothic, Renaissance and Mannerist, 17th and 18th century, 19th century, 20th century and non-Western art.
51.0530012 51.0530022	Dance 1	Introduces students to basic dance knowledge in order to develop coordination, flexibility, and strength while acquiring technical skills in preparation for further dance study. Students explore the role of dance in various cultures, and observe and critique dance performances using specified criteria and appropriate dance terminology.
51.0540012 51.0540022	Dance II	Enhances previous course. Further develops knowledge and skills in various dance forms with an emphasis on technical instruction in ballet, jazz, and modern techniques, public performance techniques, and choreographic concepts. Students study dance analysis, dance history, and movement sciences as they relate to injury prevention and technical training.
51.0550012 51.0550022	Dance III	Enhances previous course. Offers a comprehensive understanding of the elements of movement and dance technique. Areas of concentration include choreography, dance analysis, dance history, and movement science with an emphasis on intermediate technical instruction in ballet, jazz, and modern techniques.
52.0210012 52.0210022	Theater Arts Fundamentals I	This course serves as an introduction to the theatre arts. Students investigate theatre as a whole by exploring the techniques and origins of a wide variety of theatre arts in various cultures and periods.
52.0220012 52.0220022	Theater Arts Fundamentals II	Enhances level-one skills by producing specific theatre styles in depth with performance opportunities.
52.0230012 52.0230022	Theatre Arts/Fundamentals III	Enhances level-two skills by producing and studying literature as related to theater. Provides opportunities for performance with focus on language arts classes.
52.0610012 52.0610022	Theater Arts/ Acting I	Introduces the acting process and the role of the actor in various styles/methods with a focus on scene study. Stresses developing imagination, observation, concentration powers, and self-discipline. Includes developing physical and vocal control while transmitting emotions, convictions, and

		ideas; enhances self-confidence and self-awareness. Theatre is used as a means to encourage cooperative learning, team work, organization, and leadership skills. The class allows all students the opportunity to perform on a regular basis.
52.0920012 52.0920022	Dramatic Writing	In Dramatic Writing students apply skills to culminate in creating and developing dramatic writing for theatrical media with special emphasis on film and television. Includes development of "writerly stance" by reading, viewing, and analyzing tests and visual media from a writer's point of view, with focus on understanding the construction process and including the application of conventions of standard English grammar and usage.
53.0140012 53.0140022	Music Appreciation I	Introduces production and performance, covering terminology and idioms, elements of music, perceptive listening and attitudes, and appreciation. Stresses the ability to become a literate consumer along with the ability to speak and write fluently about music.
53.0150012 53.0150022	Music Appreciation II	Enhances level-one skills and understanding. Emphasizes an in-depth approach to music through performance, creativity, and listening. Encourages independent music learning to develop a lifelong interest in music. Builds skills of perception and discrimination in listening.
53.0230014	Advanced Music Theory and Composition	Conforms to College Board topics for the Advanced Placement Music Theory Examination. Covers terminology and notational skills, writing skills, visual analysis and aural skills and advanced levels of understanding.
53.0230014	Advanced Music Theory and Composition	Conforms to College Board topics for the Advanced Placement Music Theory Examination. Covers terminology and notational skills, writing skills, visual analysis and aural skills and advanced levels of understanding.
53.0290015	IB Music, Year One	The course is grounded in the knowledge, skills and processes associated with the study of music and offers a strengthened approach to student creativity through practical, informed and purposeful explorations of diverse musical forms, practices and contexts. The course also ensures a holistic approach to learning, with the roles of performer, creator and researcher afforded equal importance in all course components.
53.0361012 53.0361022	Beginning Band	Provides opportunities to develop performance skills on a wind or percussion instrument. Emphasizes performance and production. May include analysis, historical and cultural influences, improvisation, and appreciation of music. Organizes objectives for self-paced progress. Stresses individual progress and group experiences.

53.0371012 53.0371022	Intermediate Band I	This performance-based class provides opportunities for intermediate-level performers to increase performance skills and precision on a wind or percussion instrument. Includes performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music, and appreciation of music. Stresses individual progress and learning and group experiences. Strengthens reading skills. Individual growth and achievement are encouraged through participation in adjudicated solo and ensemble festivals, district honor bands, and private lessons. Participation in concerts outside of regular class hours is expected.
53.0381012 53.0381022	Advanced Band I	This performance-based class provides opportunities for advanced-level performers to increase, develop and refine performance skills and precision on a wind or percussion instrument. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music, and appreciation of music at advanced levels of understanding. Organizes objectives for self-paced progress. Stresses individual progress and learning strategies, and ensemble experiences. Individual growth and achievement are encouraged through participation in adjudicated solo and ensemble festivals, district honor bands, and private lessons. Participation in concert performances outside of regular class hours is expected.
53.0561012 53.0561022	Beginning Orchestra I	This performance-based class focuses on basic instrumental skill development and music reading. The goal of this class is to teach students the proper way to hold and play a string instrument. Students can elect to play their instrument of choice (violin, viola, cello, or bass) with the orchestra director's approval and recommendation. Participation in concert performances outside of regular class hours is required.
53.0571012 53.0571022	Intermediate Orchestra	Provides opportunities for intermediate-level performers to increase performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences.
53.0581012 53.0581022	Advanced Orchestra	Provides opportunities for advanced-level performers to increase performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of

		music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences.
53.0584012 53.0584022	Advanced Orchestra IV	Enhances level-three skills and provides further opportunities for advanced-level performers to increase performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.
53.0691012 53.0691022	Ethnic Music Studies I	Develops the understanding that there are many different, but equally valid, forms of musical and artistic expression to include American and World Music and encourages students to develop a broad perspective based on understanding, tolerance and respect for a variety of opinions and approaches.
53.0693012 53.0693022	Ethnic Music Studies II	Enhances level-one skills and provides further opportunities to explore ethnic music studies to include African-American music with emphasis on jazz and reggae. Reflects the ethnic diversity of the world and of the United States in particular through representative songs and instrumental selections, dances and guided listening.
53.07610	Advanced Instrumental Ensemble I	Students are selected by director's recommendation. Offers advanced-level performers an alternative ensemble experience to large band and orchestra. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences, and music appreciation.
53.07310	Advanced Choral Ensemble	Provides opportunities for advanced-level performers to increase performance skills and knowledge in large group choral singing. Limited to 16 to 20 performers and includes madrigal, notes, quartet and solo literature of all style periods. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences and a variety of styles appropriate to the smaller ensemble.

54.0211012 54.0211022	Beginning Chorus	Provides opportunities to develop performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences.
54.0221012 54.0221022	Intermediate Chorus I	Provides intermediate-level performers opportunities to increase performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences.
54.0231012 54.0231022	Advanced Chorus I	Provides advanced-level performers opportunities to increase performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences.

If you see more than 1 course number, it's because of the **eighth and/or ninth digits**.	
Digit 8	**Digit 9**
Semester or Year Long	**Special Course**
1-1st semester for 0.5 credit	3- Honors
2-2nd semester for 0.5 credit	4-AP Class
8-year long for 1 credit	5-IB Class
	6-Virtual or grade level

Many courses are offered as "12" (first semester), "22" (second semester) AND "82" (year-long).

A course may also be offered as an Honors class, even though that course number is not listed in this course catalog. If the course is offered as an Honors class, the course number in Infinite Campus will end with a 3.

Electives Offered In Edgenuity

CR designates courses that can be used for Credit Recovery

17.3110000	Health Health CR	Explores the mental, physical and social aspects of life and how each contributes to total health and well-being. Emphasizes safety, nutrition, mental health, substance abuse prevention, disease prevention, environmental health, family life education, health careers, consumer health, and community health.
36.3510000	Personal Fitness Personal Fitness CR	Introduces instruction in methods to attain a healthy level of physical fitness; implements a lifetime fitness program based on a personal fitness assessment and stresses strength, muscular endurance, flexibility, body composition, and cardiovascular endurance; includes instruction in fitness principles, nutrition, fad diets, weight control, stress management, adherence strategies, and consumer information; and promotes self-awareness and responsibility for fitness.
50.3211016 50.3211026	Visual Arts/Comprehensive I Visual Arts/ Comprehensive I CR	Introduces art history, art criticism, aesthetic judgment, and studio production. Emphasizes the ability to understand and use elements and principles of design through a variety of media, processes, and visual resources. Explores master artworks for historical and cultural significance.
50.3911012 50.3911022	Visual Arts/Art History I	Provides students with the opportunities to make personal, sociocultural and aesthetic experiences meaningful through the production and understanding of art
36.3550016	Exercise and Weight Control	Provides safe, effective and physiologically sound ways to manage weight and alter metabolism and body composition. Includes consumer information on products, programs and fitness concepts for developing healthy lifetime habits.
45.3150016 45.3150026	Psychology Psychology CR	Investigates the principles of psychology, developmental psychology, heredity and environmental aspects of psychology, learning theory, personality, intelligence, social disorders and research methods used in the study of psychology. Integrates and reinforces social studies skills.
45.3310006	Sociology (one semester)	Investigates principles of sociology, the individual in groups, social institutions, social control and the use of research methods to examine social problems. Integrates and reinforces social studies skills.
62.3110012 62.3110022	Chinese I	Introduces the Chinese language; emphasizes all skills: listening, speaking, reading, and writing 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 Chinese-speaking cultures.
62.3120012 62.3120022	Chinese II	Enhances Level One skills in Chinese and provides opportunities to develop listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to increase understanding of Chinese-speaking cultures.
61.3110016 61.3110026	German I	Introduces the German language; emphasizes all skills: listening, speaking, reading, and writing 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 German-speaking cultures.
61.3120012 61.3120022	German II	Enhances Level One skills in German and provides opportunities to develop listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to increase understanding of German-speaking cultures.
25.3210010 25.3210020	Introduction to Healthcare Science	**With optional participation in a supplemental telemedicine online training there is the potential for telemedicine certification if all requirements are met. **Successful completion of this career pathway along with any other requirements may lead to a potential eligibility to take the Certified Electronic Health Records Specialist Exam through a certifying body.
11.3150012 11.3150022	Introduction to Digital Technology	Introduction to Digital Technology is the foundational course for Web & Digital Communications, Programming, Advanced Programming, Information Support & Services, and Network Systems pathways. This course is designed for high school students to understand, communicate, and adapt to a digital world as it impacts their personal life, society, and the business world. Exposure to foundational knowledge in hardware, software, programming, web design, IT support, and networks are all taught in a computer lab with hands-on activities and project-focused tasks. Students will not only understand the concepts, but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the employability skills standards and content standards for this course. Various forms of technologies will be highlighted to expose students to the emerging technologies impacting the digital world. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are taught in this course as a foundational knowledge to prepare students to be college and career ready. The knowledge and skills taught in this course build upon each other to form a comprehensive introduction to digital world. Introduction to Digital Technology is a course that is appropriate for all high school students. The pre-requisite for this course is advisor approval.
07.3413012 07.3413022	Introduction to Business and Technology	Introduction to Business & Technology is the foundational course for Business & Technology, Entrepreneurship, and Human Resources Management pathways. The course is designed for high school students as a gateway to the career pathways above, and provides an overview of business and technology skills required for today's business environment. Knowledge of business principles, the impact of financial

		decisions, and technology proficiencies demanded by business combine to establish the elements of this course. Emphasis is placed on developing proficient fundamental computer skills required for all career pathways. Students will learn essentials for working in a business environment, managing a business, and owning a business. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Students will not only understand the concepts, but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the employability skills standards and content standards for this course. Technologies will be highlighted to expose students to the emerging the impacting the business world. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are taught in this course as a foundational knowledge to prepare students to be college and career ready. Introduction to Business & Technology is appropriate for all high school students. After mastery of the standards in this course, students should be prepared to earn an industry recognized credential: Microsoft Office Specialist for Word Core Certification. The pre-requisite: advisor approval.
07.3410012 07.3410022	Business and Technology	Business and Technology is designed to prepare students with the knowledge and skills to be an asset to the collaborative, global, and innovative business world of today and tomorrow. Mastery use of spreadsheets and the ability to apply leadership skills to make informed business decisions will be a highlight of this course for students. Publishing industry appropriate documents to model effective communication and leadership will be demonstrated through project-based learning. Students will use spreadsheet and database software to manage data while analyzing, organizing and sharing data through visually appealing presentation.

If you see more than 1 course number, it's because of the **eighth and/**or **ninth digits**.	
Digit 8	**Digit 9**
Semester or Year Long	**Special Course**
1-1st semester for 0.5 credit	3- Honors
2-2nd semester for 0.5 credit	4-AP Class
8-year long for 1 credit	5-IB Class
	6-Virtual or grade level

All Edgenuity courses will have a 3 as the digit following the decimal. Many will end with a 6 (virtual) but not all. Edgenuity courses do not always follow our pattern in Infinite Campus.

Many courses are offered as "12" or "16" (Part A first semester), "22" or "26" (Part B second semester).

Magnet and Special School Program Options

The Richmond County School System offers students several diverse career options. Students who have made committed decisions on their career choice have the opportunity to attend one of our three special career-focused campuses.

Dedicated Magnet Schools

A.R. Johnson Health Science & Engineering Magnet School

A.R. Johnson is a public magnet school in the Richmond County School System serving students in grades 6–12. Armed with academic excellence, students have opportunities to explore and enhance their competencies in science, technology, engineering, and mathematical related professions. Students are admitted on selective criteria based upon prior school record, academic testing, and a significant interest in math and science.

John S. Davidson Fine Arts Magnet School

Established in 1981, Davidson Fine Arts is a public magnet school in the Richmond County School System serving students in grades 6–12. Students attending Davidson are expected to explore all fine arts areas, but they may specialize in one or more fields during their high school years. Courses are tracked from introductory/exploratory to advanced levels in each area.

Richmond County Technical Career Magnet School

RCTCM is a public magnet school in the Richmond County School System serving students in grades 6–12. Students are admitted on selective criteria based upon prior school record, academic testing, and interest in Cybersecurity, Culinary Arts, Networking, Energy (Engineering), Audio/Video Technology & Film, Business, and Robotics. RCTCM is adjacent to Augusta Technical College, where almost 20% of our students participate in Dual Enrollment.

Special School Programs

International Baccalaureate (IB)

The IB program is a rigorous program of study focusing on critical thinking and international mindedness. The program seeks to develop the whole child—intellectually, personally, socially, and emotionally—through teaching of cultural understanding, language development, and volunteerism. Designed to reinforce a positive attitude, the program teaches students to ask challenging questions, reflect critically, develop research skills, and learn how to learn.

The continuum of education spans from Kindergarten to Grade 12. IB schools maintain high standards by actively training and supporting teachers in the IB curriculum. They are evaluated and authorized by the International Baccalaureate Organization in order to receive IB World School designation. The IB program is offered at the Academy of Richmond County and Hephzibah High School.

Academy for Advanced Placement Studies

The Academy for Advanced Placement Studies enables students to pursue college level studies while still in high school by offering an impressive selection of Advanced Placement (AP) courses. Students who make qualifying scores on AP assessments are eligible for cash incentives. The Academy is designed for students who have a strong aptitude for the humanities and sciences.

Navy Junior Reserve Officer Training Corps (NJROTC)

Cross Creek High School is consistently ranked as one of the top NJROTC programs in Georgia and the nation; it is a citizenship development program designed to ensure the future success of the cadets enrolled. The unit has an outstanding reputation for athletics, academics, drill, and marksmanship and consistently competes at the national championships. Cross Creek has built a strong foundation and is known for high academic and discipline standards. It has a high success rate of college admissions and workforce entry and has established its own scholarship program for its cadets.

Marion E. Barnes Career Center

The skilled trades center at **Josey High School** provides students unique opportunities to gain hands-on experience. They are introduced to career fields related to manufacturing and skilled labor professions. Success in any of these programs can lead to specified certifications, apprenticeship opportunities, post-secondary education, and possible employment immediately after graduation. Students wishing to participate are transported to the skilled trades center for specified courses.

Course #	Courses	Career
46.5450020 46.5460020 46.5500020	Industry Fundamentals and Occupational Safety Introduction to Construction Carpentry I	Carpentry
12.5440020 12.5100020 12.5110020 12.5200020 12.5210020	Introduction to Personal Care Cosmetology Services I Cosmetology Services II Barbering II Barbering III	Cosmetology
46.5450020 47.5140020 47.5160020	Industry Fundamentals and Occupational Safety Introduction to HVAC Systems Low Voltage Electrical	HVACR Electrical
46.5450020 46.5460020 46.5700020	Industry Fundamentals and Occupational Safety Introduction to Construction Masonry I	Masonry

46.5450020 46.5460020 46.5800020	Industry Fundamentals and Occupational Safety Introduction to Construction Plumbing I	Plumbing
46.5450020 48.5810020 48.5510020	Industry Fundamentals and Occupational Safety Introduction to Metals Welding I	Welding

Cyber Academy of Excellence at RCTCM

Richmond County School System offers a pathway that prepares our students for future occupations as Cyber Security Professionals. The Cyber Academy of Excellence is a collaboration with the US Armed Forces, National Security Administration, local dignitaries, and colleges. The academy prepares students to enter the cyber professional workforce in the CSRA, in any branch of the military, or abroad.

Cyber Academy of Excellence students have the opportunity to prepare for the CompTIA Security+ Certification while earning college credits and following the guidelines of a dual enrollment student. There are three tracks of study available at Augusta Technical College.

1. Associate Degree in Cybersecurity
2. Cisco Certified Network Associate (CCNA) Security (Technical Certificate of Credit)
3. A+ and Microsoft Client Certificate (Technical Certificate of Credit)

Reaching Potential through Manufacturing (RPM)

The RPM model seeks at-risk students and offers them a chance to complete high school and learn about automated manufacturing, all while working for the Textron Corporation and earning a paycheck. Students continue to develop their potential through daily affirmations, employability skill lessons, and close monitoring by the on-site Wrap Around Service Team. Many of RPM's graduates are hired as full-time employees of E-Z Go Textron Corporation.

Course Request and Proposal Process

The purpose of the RCSS Course Request and Course Proposal Process is to ensure that there is a systemic protocol in place for both course requests and course proposals. Classes offered within our system should be approved and funded by the Georgia State Board of Education.

- Before requesting a course, schools will need to check the RCSS course catalog to see if the course is offered in RCSS.
- Complete the **Course Request** section of the form if the course is in the RCSS course catalog.
- Complete the **Course Proposal** section of the form if requesting to add a course that is **not** in the RCSS Course catalog. Be sure to only submit a Course Proposal if the course is on the GADOE State Funded list.
- The Richmond County Course Request/Proposal Form should be submitted to the Directors of Teaching and Learning and CTAE by **Nov 1** of each year for courses to be considered for the following year.
- The district **Course Proposal Advisory Committee** should determine if Course Proposals are approved or denied.
    - The requester should be notified by email of the decision of the committee.
    - If the course is approved, the requester should be notified of the next steps.

Richmond County Course Request/Proposal Form

Please submit all Course Requests and Course Proposals by **November 1** of each year for the following school year.

School _____ Principal _____

Request Type: ____ Course Request

____ Course Proposal

- Only submit a Course Proposal if this course is not on the RCSS approved list.
- Be sure to complete the Rationale Documentation

GA DOE Course Number	GA DOE Course Name	Funding Code	Academic Level	Department	Credits	Term
9 digit #	*Official course name*	*See list below*	*Grade or grade band*	*Content area (ELA, math, etc.)*	*# of Carnegie units*	*Semester or year long*
If this is a Dual Enrollment Course, please provide the college and the college course number. If not, please write "NONE".						
Rationale: Should include the specific reason the course is needed. Considerations might include graduation requirements, student interest, differentiation for student need, and/or compliance issues. Additional documentation may be required, especially in the case of transfer students and/or students with special needs.						

Is the Cluster Supervisor aware of this request? ____Yes ____ No

Principal Signature: _____ Date: _____

Please send this signed form with the RCSS Course Proposal Planning Form (below) to Panella Myrick in the Department of Teaching and Learning.

District Office Use Only

Course Request: _____ Approved ____ Denied

Received by _____ Date _____

Directors of CTAE or Teaching and Learning _____ Date _____

Associate Superintendent of Academic Services _____ Date _____

Course Proposal: _____ Approved ____ Denied

Received by _____ Date _____

Course Proposal Content Area Committee Chair _____ Date _____

Directors of CTAE or Teaching and Learning _____ Date _____

Associate Superintended of Academic Services _____ Date _____

___ Approved ___ Denied

*Attach Course Proposal Planning Committee Documentation upon approval or denial of request

State Funding Codes

To be included on Course Request or Course Proposal Form

A – Kindergarten
B - Grade 1-3
C - Grade 4-5
9 - Grade 6-8
D - Grade 9-12
E - EIP Grade K
F - EIP Grades 1-3
G - EIP Grades 4-5
H- Middle School Program
I – Gifted
J – Remedial
K – Voc. High School Lab
M - Post Secondary Option
O – Other (not funded)
P - Mild Intellectual Disability
Q - Moderate Intellectual Disability
R - Severe Intellectual Disability
S - Profound Intellectual Disability
T - Emotional/Behavior Disorder
U - Specific Learning Disability
V - Orthopedic Impairment
W - Hearing Impairment
X - Deaf
Y - Other Health Impairment
Z - Visual Impairment
1 – Blind
2 - Deaf and Blind
3 - Speech/Language Impairment
4 – SED
5 - Georgia Virtual School*
6 - Move On When Ready – Gen. Ed
7 - Move on When Ready – Voc. Ed

RCSS Course Proposal Planning Form

Submit this rationale with all course proposals.

Data or Needs that support the new course proposal	
Expected impact on student achievement	
Expected impact on student scheduling	
Expected impact on subsequent course opportunities	
Anticipated budgetary implications with the implementation of this course. Attach the RCSS Budget Sheet	
Expected impact on subsequent course opportunities	

Course Number Formats in Infinite Campus

First 2 digits	.	Next Digit	Next 3 Digits	Digit 7	Digit 8	Digit 9
Field of Course		Type of Course	Ignore	State Use	Semester or Year Long	Special Course
1-13 CTAE Courses		0-Regular		0-1 State use	1-1st semester for 0.5 credit	3- Honors
17 Health and PE		1-Remedial		2-Locally funded	2-2nd semester for 0.5 credit	4-AP Class
20-21 CTAE		2-Gifted		3-Credit in lieu of enrollment	8-year long for 1 credit	5-IB Class
23 ELA		3-Edgenuity or Virtual		4- Dual enrollment		6-Virtual or grade level
25 CTAE		4-CTAE		5-Dual enroll no credit		
26 Science		5-CTAE		6-Out of state public		
27Math		7-Workbase learning		7-Out of state private		
28-32 CTAE		8- IEP Pullout		8-Out of US credit		
35 Personal/ Social		9- IEP Collab or co-taught		9-Home school credit		
36 Health and PE						
40-41 Science						
43 CTAE						
45 Social Science						
46-49 CTAE						
50-54 Fine Arts						
55ESOL						
60-67 World Language						
70 Prof/ Career Prep						
71 Gifted						
80 Library Science						

Example: **23**.0430**0**84 is a “regular” year-long AP course in ELA

23- ELA 0- Regular 430-Ignore 0-State use **8-**Year Long **4-**AP Class

Revised 11/14/2022