High School Course Catalog
2022-2023

Richmond
County School System

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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

This 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

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.

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 (1 unit) * • Algebra II (1 unit) * • Geometry (1 unit)* • 4th year math (1unit) 4th year math options: Advanced Mathematical Decision Making, Pre-Calculus, AP Statistics, IB Math, Dual Enrollment or other math courses. Note: Pre-Calculus is a pre-requisite 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) * • 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 these requirements.
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

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			
27.0990		GA Standards of Excellence (GSE) Algebra I	Algebra I
27.0994		GSE Accelerated Algebra I/Geometry A	Algebra I
27.0971		GSE Coordinate Algebra	Coordinate
27.0975		Accelerated GSE Coordinate Algebra/Analytic	Coordinate
Science			
26.0120		Biology I	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, like many other career and technical education programs around the nation, has worked in recent years to establish a measurement mechanism to ascertain the level of technical skill attainment on behalf of its career pathway completers. Georgia's measurement process has been derived in direct response to the Perkins IV Legislation, specifically, Core Indicator 2S1 which requires states to implement a valid and reliable assessment model linked directly to industry-validated standards.

In working to identify existing assessment (or credentialing) opportunities that would not only support the mandates set forth in the Perkins IV Legislation but would also support Georgia students in their quest to leave high school with valuable credentials, the state's technical skill attainment inventory will be comprised of several measurement components:

- industry certifications/credentials

- occupational assessments, and

- state licensures and state developed assessments

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. All study materials are ordered each year through the CTAE District Office by **November 1**. Information sheets are also available for teacher use to ensure success on EOPAs; each CTAE teacher has access to these documents. **EOPA Information Sheets**

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

Teachers cannot administer assessments to their own students. This is a violation of testing protocol. Each principal is required to select a testing coordinator who should be responsible for the planning of EOPA administration. **Tests are administered in the spring of each year.** Reference the district testing calendar for exact dates each year.

The Testing Coordinator should:
- 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
- Ensure all testing information is submitted on time
- Work closely with the CTAE Department to answer any questions about ordering, student information and/or test verification

EOPA Calendar

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 Testing Coordinator and EOPA • Testing Schedule (email to CTAE designee when requested) • Submit Testing Agreement (email to CTAE designee when requested) • Student Testing Verification (submit any changes to testing rosters) • EOPA Ordering (completed by CTAE Office)
February	• EOPA Training
March	• EOPA Testing
April	• EOPA Retesting
May	• Submit Student Verification w/results (email to CTAE designee) • All EOPA data entered into Infinite Campus (entered by CTAE Office)

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

NCAA Ruling

Georgia Credit Recovery course credits are not accepted by the NCAA for its student athletes. GA Virtual School credits will still be accepted by the NCAA. Please visit their website to apply for courses Georgia Virtual School.

Core courses for initial credit (New Work) are approved by the NCAA for use with Edgenuity Instructional Services. Schools and districts can also use Edgenuity courses with their own teachers, but these implementations need to be reviewed by the NCAA to ensure students are getting high-quality instruction. All teachers assigned to New Work courses must hold course-specific certification for the courses to which they are assigned.

Students who need to recover credits should complete the full course to receive credit from the NCAA even if they are recovering a credit. Credit recovery versions or any courses with pretesting or prescriptive testing are not approved by the NCAA. For more information, please visit Edgenuity.com/NCAA.

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 a % of the overall grade for each high school course as determined by the most recent state rule.

Georgia Milestone Assessments and other state mandated assessments may not be exempt.   Final Exams for students in grades 9-12 may be exempted provided students meet the following requirements:
- 90 average or above in the course
- No more than 6 non-school related absences for a year-long course and 3 for semester course. (Revised and Board Approved 7/19/2016)

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 approved by the

SBOE.
- 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 Curriculum, and the Assistant 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 Dual Enrollment 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

Course 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.

Course Directory
Core academic areas (English, math, science, social studies and world/foreign languages) used in the high school HOPE Scholarship calculation.
Career, Technical and Agricultural Education (CTAE) courses aligned with the GA DOE Career Clusters and Pathways.

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

- o 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.

- o 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:

- o 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.

- o 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 (formally known as SB2) Students

How is a student identified as pursuing High School Graduation Option B (SB2)?

- Students must be designated by their public high school as pursuing High School Graduation Option B (SB2).

- All new public high school students, designated by their high school, as pursuing High School Graduation Option B (SB2) 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 (SB2) as of Spring term 2020, and having received Dual Enrollment funding as an Option B (SB2) 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 2021 – 2022 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 2021-2022 Program Regulations are the amounts from FY 2021 and are not official award amounts. The 2021-2022 (FY 2022) 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 (AP) 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) per Richmond County School System policy. 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 school counselor 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 Prep and Tools for Success

35.0660012 35.0660022	SAT Preparation	The SAT (Scholastic Assessment Test) is a standardized test 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 SAT Prep course is designed to help prepare students for the SAT test. In addition to reviewing the basic verbal and mathematical skills assessed on the SAT test, students learn test-taking strategies specific to the exam.
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.

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 OR World 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	Pre-requisite
23.0370084	Advanced Placement 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
23.0380084	Advanced Placement Seminar	AP Seminar, the first course in the AP Capstone experience, 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. Students learn to investigate a problem or issue, analyze arguments, compare different perspectives, synthesize information from multiple sources, and work alone and in a group to	NA

		communicate their ideas. An AP syllabus will be submitted and approved by College Board.	
23.0430084	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 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.	8th Grade Language Arts
23.0630012 23.0630022	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 literature
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

23.0510012 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.\n**End of Course Exam**	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 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.	American Lit/Comp
23.0530084	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	9th Grade Lit/Comp

		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.	
23.0650084	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, 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.	American Lit/Comp
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 language skills (grammar and usage) will be a major component of this class. An emphasis on research is also required.	American Lit/Comp
23.0680085	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	American Lit/comp

		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.	
23.0690085	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
23.0390085	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).	NA
23.0400085	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 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.	NA
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	NA

		also be expected to gain more independence in the daily tasks of producing a publication.	
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.	NA
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.	NA
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.	NA
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.	NA
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.	NA
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.	NA
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.	Elective

*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).

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Mathematics Course Options

Grade	Support Pathway	On-grade Pathway	Honors Pathway
9th	Algebra IB YL (EOC) with Algebra IB YL Support	*Algebra I (EOC)	Honors Algebra II OR Gifted Algebra II
10th	Algebra II with Algebra II Support	*Algebra II	Honors Geometry OR Gifted Geometry
11th	Geometry with Geometry Support	*Geometry	Pre-Calculus OR Gifted Pre-Calculus AND AP Statistics OR Dual Enrollment OR IB Options
12th	Advanced Mathematical Decision Making OR AP Statistics OR Dual Enrollment	Pre-Calculus OR AP Statistics 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 I, Algebra II, and Geometry.

Course Descriptions – Mathematics

Course Number	Course Name	Course Description	Prerequisite
27.0990012 27.0990022 Or 27.0990082	Algebra I Pre AP Algebra- at select schools	*Algebra I is the course in a sequence of three required high school courses designed to ensure career and college readiness. The course represents a discrete study of algebra with correlated statistics applications. The fundamental purpose of Algebra I is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, organized into units, deepen and extend understanding of functions by comparing and contrasting linear, quadratic, and exponential functions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a	8th grade Math

		coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.	
27.1997012 27.1997022 Or 27.1997082	Algebra I Support	Algebra I Support course is to provide additional support to students in their effort to meet the standards of the Algebra I course. This course should be taught **concurrently** with a student's regular math class, giving extra time and utilizing a variety of strategies to help students build a stronger foundation for success in their current and future mathematics courses. This course focuses on mastery of the standards being taught in the Algebra I. Opportunities are provided for students to review content with a focus on standards not previously mastered. In this course, students are engaged in doing mathematics, explaining their thinking, and justifying their work. Multiple representations of concepts (tables, graphs, verbal descriptions) are used as often as possible. There is also a strong emphasis on building a positive disposition toward learning mathematics. One full unit of elective credit is earned for this course. **Co-requisite**: This course is paired with the student's Algebra 1 class taught by the student's current Algebra I teacher.	8th grade Math
27.0992012 27.0992022 Or 27.0992082	Algebra II	*Algebra II is the culminating course in a sequence of three high school courses designed to ensure career and college readiness. The course represents a discrete study of advanced algebra with correlated statistics applications. The critical areas, organized into units, deepen and extend understanding of functions by comparing and contrasting advanced quadratic, rational, polynomial, advanced exponential, and logarithmic functions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.	Algebra I
27.1999012 27.1999022 Or 27.1999082	Algebra II Support	Algebra II Support course is to provide additional support to students in their effort to meet the standards of the Algebra II course. This course should be taught **concurrently** with a student's regular math class, giving extra time and utilizing a variety of strategies to help students build a stronger foundation for success in their current and future mathematics courses. This course focuses on mastery of the standards being taught in the Algebra II. Opportunities are provided for students to review content with a focus on standards not previously mastered. In this course, students are engaged in doing mathematics, explaining their thinking, and justifying their work. Multiple representations of concepts (tables, graphs, verbal descriptions) are used as often as possible. There is also a strong emphasis on building a positive disposition toward learning mathematics. One full unit of elective credit is earned for this course. **Co-requisite:** This course is paired with the student's Algebra 1 class taught by the student's current Algebra II teacher.	Algebra I

27.0991012 27.0991022 Or 27.0991082	Geometry	*Geometry is a course in a sequence of three required high school courses designed to ensure career and college readiness. The course represents a discrete study of geometry with correlated statistics applications. The critical areas, organized into units, deepen and extend understanding of geometric relationships of transformations, similarity in right triangles, and circle theorem. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.	Algebra II
27.1998012 27.1998022 Or 27.1998082	Geometry Support	Geometry Support course is to provide additional support to students in their effort to meet the standards of the Geometry course. This course should be taught **concurrently** with a student's regular math class, giving extra time and utilizing a variety of strategies to help students build a stronger foundation for success in their current and future mathematics courses. This course focuses on mastery of the standards being taught in the Geometry. Opportunities are provided for students to review content with a focus on standards not previously mastered. In this course, students are engaged in doing mathematics, explaining their thinking, and justifying their work. Multiple representations of concepts (tables, graphs, verbal descriptions) are used as often as possible. There is also a strong emphasis on building a positive disposition toward learning mathematics. One full unit of elective credit is earned for this course. **Co-requisite:** This course is paired with the student's Geometry class taught by the student's current Geometry teacher.	Algebra II
27.0974012 27.0974022 Or 27.0974082	Pre-Calculus	Pre-Calculus is a fourth mathematics course designed to prepare students for a more intense study of mathematics such as calculus and other college-level mathematics courses. The critical areas, organized into units, deepen and extend understanding of circles and parabolas, trigonometric functions, matrices, vectors, and probability. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.	Algebra II
27.0780012 27.0780022	Calculus	Calculus is a mathematics course designed to ensure career and college readiness. The course includes problem solving, reasoning and estimation, functions, derivatives, application of the derivative, integrals, and application of the integral.	Pre-Calculus
27.0820012 27.0820022 Or 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 of data, basic financial decisions, and use network models for making informed decisions.	Algebra II

27.0720014 (A) 27.0720024 (B)	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.	Pre-Calculus
27.0740084	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, geometry and trigonometry, statistics and probability, and calculus.	Algebra II

*Required for graduation

Science Course Options

Grade	Option 1	Option 2
9th	Environmental Science	*Honors/Gifted Biology (EOC)
10th	*Biology (EOC)	Honors/Gifted Chemistry
11th	Chemistry	AP Biology OR *Physics or AP Physics OR AP Environmental Science OR AP Chemistry OR Dual Enrollment Option
12th	*Physics Required **only** for students who completed 8th grade science Human Anatomy and Physiology OR Earth Systems OR Forensics OR Fourth Science Options (GA determined) OR Dual Enrollment Option	AP Biology OR Human Anatomy and Physiology OR Forensics OR Scientific Research 1 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	Prerequisite
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 living systems, the behavior of organisms, and	None

		biological evolution. Students will investigate biological concepts through experience in laboratories and field work using the processes of inquiry	
26.0120012 26.0120022 Or 26.0120082	Physical Science **Offered in middle school only**	*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.	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	None
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 through experience in laboratories and field work using the processes of inquiry.	None

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
26.0140084	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
26.0620084	AP Environmental Science	AP Environmental Science is designed to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human made, to evaluate the relative risks associated with these problems, and to examine	Biology and Chemistry

		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.	
40.0530084	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).	Chemistry
40.0831084	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.	None
26.0180085	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
26.0190085	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), scientific methods (including techniques and procedures), and scientific explanations of the biological world.	IB Biology, Year 1
26.0630085	IB Environmental	The course provides students with a coherent perspective on the environment that is essentially	Successful completion of all

		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.	MYP Science Courses in 9th and 10th grade
	Systems Year 1 This is an IB Elective		
26.0631085	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
40.0713085	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).	NA
40.0714085	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
40.0850085	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
40.0860085	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 during the first year of the course are used to complete the Internal Assessment IB requirements (documented laboratory experiments).	IB Physics, Year 1

| 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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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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Social Studies Course Options

Grade	Option 1	Option 2
9th	*American Government (semester course) (if student did not take in 8th grade)	AP Human Geography (if student fulfilled the American Government requirement in 8th grade.)
10th	*World History	AP World History
11th	*United States History (EOC) Or Dual Enrollment Option	AP United Stated History (EOC) Or Dual Enrollment Option
12th	* Personal Finance and Economics (semester course) Elective Or Dual Enrollment Option	AP Economics Or Dual Enrollment Option

*Required for graduation

Course Descriptions - Social Studies

Course Number	Course Name	Course Description	Prerequisite
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	N/A
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.	N/A
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	N/A

		verify any information they feel may be outdated. The standards and elements can be taught in any sequence.	
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.	N/A
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.	N/A
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).	N/A
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.	N/A
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.	N/A
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.	N/A
45.0160084	AP Psychology	AP Psychology conforms to College Board topics for the Advanced Placement Introductory Psychology 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.	N/A
45.0770084	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	N/A

		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).	
45.0820084	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.	N/A
45.0811084	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.	N/A
45.0520084	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)	N/A
45.0620084	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.	N/A
45.0630084	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.	N/A
45.0840084	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.	N/A
45.0870085	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.

45.0880085	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
45.0170085	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.
45.0171085	IB Psychology, Year 2	B 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
45.0184085	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).	NA
45.0185085	IB	Theory of Knowledge is a capstone course for the International Baccalaureate Diploma Program. In Theory	TOK Year 1

	Theory of Knowledge Social Studies, Year Two	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).	
45.0930085	IB Internship	This course provides students with a work-based learning environment related program.	NA

*Required for graduation

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8-year long for 1 credit	5-IB Class
	6-Virtual or grade level

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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.
60.0720012 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.
60.07483	Honors Spanish IVY	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.
60.0110012 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.
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.

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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.9XXXXXXX).
   - 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.

Study Skills Course Options and Descriptions

Course #	Code Title Description	Description	Prerequisite
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)**	NA
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

Special Education Diploma

The Alternate Diploma is 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 completed their Individualized Education Programs (IEP).

EXCEPTIONS for students entering high school in the **2020-2021 school year or later**:

Graduation for Students with Significant Cognitive Disabilities

Appropriate curriculum and assessment shall be provided for students with disabilities. Students with significant cognitive disabilities may graduate and receive a high school diploma when the student's IEP team determines that the student has:

• completed an integrated curriculum based on the GSE that includes instruction in Mathematics, English/Language Arts, Science and Social Studies as well as career

preparation, self- determination, independent living and personal care to equal a minimum of 23 units of instruction, and

• participated in the Georgia Alternative Assessment (GAA) during middle and high school, and

• reached the 22nd birthday or has transitioned to an employment/education/training setting in which the supports needed are provided by an entity other than the Richmond County School System.

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 (ELLs) in grades K-12. Many students who receive ESOL services also take Special Education, College Prep, Gifted/Accelerated, and/or Advanced Placement courses. When ELLs 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 (ELL) Courses

Course Number	Course	Description
55.0210012 55.0210022	Communication Skills 1	This course will focus on the acquisition of social and instructional language across the four language domains as prescribed in WIDA Standard 1. The suggested proficiency level of the student is PL 1-2. This course awards elective credit.
55.0211080	Communication Skills in Math	This course supports and enhances literacy and listening skills necessary for success in the content area of math. Guiding the course are the five basic WIDA Standards with particular emphasis on vocabulary, speaking, listening and reading skills in math. The content addresses all five WIDA Standards. The suggested proficiency level is CPL 2-3.
55.0212080	Communication Skills in Science	This course supports and enhances literacy and listening skills necessary for success in the content area of science. Guiding the course are the five basic WIDA Standards with particular emphasis on vocabulary, speaking, listening and reading skills in science. The content addresses all five WIDA Standards. The suggested proficiency level is CPL 2-3.
55.0213080	Communication Skills in Social Studies	This course supports and enhances literacy and listening skills necessary for success in the content area of social studies. Guiding the course are the five basic WIDA Standards with particular emphasis on vocabulary, speaking, listening and reading skills in social studies. The content addresses all five WIDA Standards. The suggested proficiency level is CPL 2-3.
55.0220012 55.0220022	Communication Skills II	This course is an expansion of Communication Skills I with the inclusion of some content language, particularly the discipline of English language arts. The five WIDA standards serve as its basis with emphasis upon proficiency in Standard 2 regarding the communication of information, ideas and concepts necessary for academic success in the content area of language arts. The suggested proficiency level of the student is PL 1-2. This course awards elective credit.
55.0230080	Reading and Listening in Content Areas	This course supports and enhances literacy and listening skills necessary for success in the content areas. Guiding the course are the five basic WIDA Standards with particular emphasis on reading and listening skills in language arts, science, social studies and mathematics. The suggested proficiency level is PL 1-3. This course awards elective credit.
55.0240080	Oral Communication in Content Areas	This course supports and enhances listening and speaking skills in the content areas and references the five basic WIDA standards with emphasis on the listening and speaking skills in the content areas. The suggested proficiency level of the student is PL 1-3. This course awards elective credit.
55.0250080	Writing in Content Areas	This course focuses on writing across the standards of English language arts, science, mathematics, and social studies. The domains of reading,

		listening and speaking are integral to the writing process, both actively and critically. The content addresses all five WIDA Standards. The suggested proficiency level is PL 2-4. This course awards elective credit.
55.0260080	Reading and Writing in Science	This course focuses on reading and writing in science and provides students strategies for reading and comprehending science texts. It also provides students with interrupted or limited formal schooling the basic skills and background preparation to enable them to successfully complete required science content courses. The domains of reading and writing are integral to academic success in the science content courses and students must learn to develop both active and critical inferential skills to ensure academic success in the science content courses. Although the primary purpose of this course enables students to develop a means of comprehension and communication in a written format, listening and speaking skills should also be developed within the context of the course syllabus. The suggested proficiency level is CPL 2-3.
55.0261080	Reading and Writing in Social Studies	This course focuses on reading and writing in social studies and provides students strategies for reading and comprehending social studies texts. It also provides students with interrupted or limited formal schooling the basic skills and background preparation to enable them to successfully complete required social studies content courses. The domains of reading and writing are integral to academic success in the social studies content courses and students must learn to develop both active and critical inferential skills to ensure academic success in the social studies content courses. Although the primary purpose of this course enables students to develop a means of comprehension and communication in a written format, listening and speaking skills should also be developed within the context of the course syllabus. The suggested proficiency level is CPL 2-3.
55.0270080	Academic Language of Science and Math	This course focuses on teaching students with interrupted or limited formal schooling to decode the specialized vocabulary, symbols and text in science and mathematics. Reading comprehension of texts, listening and comprehending lectures, and using correct scientific and mathematical terminology when speaking and writing are integral to academic success in the mathematics and science content areas. The content addresses all five WIDA Standards. The suggested proficiency level is CPL 2-3.
23.0910012	English ESOL 1	Refer to the descriptors for the corresponding GSE-driven course offered by the district. This course follows the aligned GSE course with differentiation and appropriate teaching strategies for English language learners.
23.0920012	English ESOL 11	This course follows the aligned GSE course with differentiation and appropriate teaching strategies for English language learners.
23.0930012	English ESOL 111	This course follows the aligned GSE course with differentiation and appropriate teaching strategies for English language learners.
23.0940012	English ESOL 1V	This course follows the aligned GSE course with differentiation and appropriate teaching strategies for English language learners.

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	Explores the mental, physical and social aspects of life and how each contributes to total health and well-being. Emphasizes safety, nutrition, mental health, stress management, substance abuse prevention, disease prevention, environmental health, family life education, health careers, consumer health, and community health, hands only CPR and DDS – ADAP Course.
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	Introduces fundamental skills, strategies, and rules associated with team sports such as basketball, volleyball, soccer, softball, baseball, field hockey, lacrosse, ultimate Frisbee, team handball, and flag football.
36.0220000	Introductory Lifetime Sports	Introduces fundamental skills, strategies, and rules associated with lifetime sports such as bowling, golf, tennis, pickleball, bocce, badminton, disc golf and croquet.
36.0230000	Intro Track & Field	Introduces the history, rules, and basic skills involved in the various track and field events: running, hurdles, relays, shot-put, discus, javelin throw, high jump, triple and long jump.
36.0250000	Introductory Outdoor Education	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	Introductory Recreational Games	Introduces recreational games suitable for lifetime leisure activities; may include table tennis, shuffleboard, bocce, deck tennis, corn hole, new games, horseshoes, darts and croquet. Emphasizes the rules of each game and the skills necessary to play.
36.0310000	Intermediate Team Sports	Enhances skills and strategies in team sports such as basketball, volleyball, soccer, softball, baseball, field hockey, lacrosse, ultimate Frisbee, team handball and flag football.
36.0320000	Intermediate Lifetime Sports	Enhances skills and strategies in lifetime sports such as bowling, golf, tennis, pickleball, bocce, badminton, disc golf and croquet.
36.0370000	Intermediate Recreational Games	Enhances recreational games skills in table tennis, shuffleboard, bocce, deck tennis, corn hole, new games, horseshoes, darts and croquet.
36.0410000	Advanced Team Sports	Provides opportunities to coach, officiate, and enhance skills in team sports strategies

36.0510000	*Personal Fitness	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.
36.0520000	Physical Conditioning	Provides opportunities to participate in a variety of activities to enhance flexibility, muscular strength and endurance, cardiovascular endurance and body composition; includes fitness concepts for the development of healthy lifetime habits.
36.0530000	Aerobic Dance	Provides 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	Introduces weight training basics; emphasizes strength development training and proper lifting techniques; includes fitness concepts for developing healthy lifetime habits.
36.0550000	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.
36.0610000	Advanced Personal Fitness	Provides advanced instruction to assist students in applying methods to attain a healthy level of physical fitness; implements a lifetime fitness program based on a personal fitness assessment focused on strength, muscular endurance, flexibility, body composition, and cardiovascular endurance; and includes fitness advanced instruction in principles and nutritional concepts introduced in Personal Fitness (36.05100).
36.0640000	Advanced Weight Training	Provides advanced concepts and instruction to increase strength and cardiovascular fitness through an individualized weight training program; emphasizes self-management and adherence strategies.
36.0660000	Advanced Body Sculpting	Provides additional opportunities to redefine body shape through specific exercises based on the American College of Sports Medicine guidelines for fitness and conditioning programs. This course covers weight training, conditioning exercises, and proper nutrition to improve muscle tone, muscle definition, posture, bodily proportions, and overall condition of the body and energy levels.
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. Two red bolded asterisks indicate the recommended CTAE course offerings for double block (**).

All RCSS juniors and seniors have an opportunity to participate in the district's Work-Based Learning (WBL) programs. 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. 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.

Career, Technical, and Agricultural Education

Agriculture, Food and Natural Resources Career Cluster			
Course#	**Course**	**Description**	**Pathway**
02.4710012 02.4710022	Basic Agricultural Science (1st course in all Ag Pathways)	This course is designed as the foundational course for all Agriculture, Food & Natural Resources Pathways. The course introduces the major areas of scientific agricultural production and research; presents problem solving lessons and introductory skills and knowledge in agricultural science and agri-related technologies.	• Plant and Landscape System • Plant and Floriculture Systems
01.4610012 01.4610022	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.	• Plant and Landscape System • Plant and Floriculture Systems
01.4620012 01.4620022	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 01.4700022	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
Architecture and Construction Career Cluster			
46.5450012 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.	• Carpentry • Plumbing • Sheet Metal • HVACR • HVACR Electrical • Welding

		Pre-requisite for this course is advisor approval.	
48.5810012 48.5810022	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). 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 48.5820022	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. The prerequisite for this course is Introduction to Metals.	• Sheet Metal
48.5510012 48.5510022	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. The prerequisite for this course is Introduction of Metals.	• Welding
Arts, AV/Technology and Communications Career Cluster			
10.5181012 10.5181022	Audio and Video Technology and Film (1st course in AVTF I & II)	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.	• Audio-Video Technology and Film I & II

10.5191012 10.5191022	Audio and Video Technology and Film II (2nd course in AVTF I & 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-Video Technology and Film I & II
10.5201012 10.5201022	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.	• Audio-Video Technology and Film I
10.5141012 10.5141022	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. of a digital portfolio to include resume', references, and production samples	• Audio-Video Technology and Film II
Business, Management and Administration Career Cluster			
07.4413012 07.4413022 or 07.3413012 07.3413022	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 industry recognized credential: Microsoft Office Specialist for Word Core Certification.	• Business and Technology
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	• Business and Technology

		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.	
07.3510012 07.3510022	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

Education and Training Career Cluster

13.0110012 13.0110022	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 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.	• Teaching as a Profession
13.0120012 13.0120022	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.	• Teaching as a Profession
13.0130012 13.0130022	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	• Teaching as a Profession

		comparing personal traits with those of successful teachers.	
20.5281012 20.5281022	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 and promoting optimal growth and development of infants and children. The pre-requisite for this course is advisor approval.	• Early Childhood Care and Education I
20.4240012 20.4240022	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 20.4250022	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.	• Early Childhood Care and Education I
Energy Career Cluster			
49.5370012 49.5370022	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 inexhaustible resources and conservation efforts. Using their course acquired skills; students will further understand the many careers that exist in energy and related technologies.	• Energy and Power: Generation, Transmission and Distribution

49.5380012 49.5380022	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
49.5390012 49.5390022	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			
07.4413012 07.4413022	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.	• Financial Services
07.4260012 07.4260022 *Can be used as an elective*	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.	• Financial Services
07.4310012 07.4310022	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	• Financial Services

		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.	
Government and Public Administration Career Cluster			
28.0110012 28.0110022	Aerospace Leadership: Citizenship 100	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
28.0120012 28.0120022	Aerospace Leadership: Communication 200	Leadership 200 focuses on the Air Force Junior Reserve Officer Training Corp (AFJROTC) mission to "develop citizens of character dedicated to serving their nation and community." This is accomplished through better communication, increased awareness of self and others, and improved leadership. Woven throughout the course is the underlying theme of developing personal integrity while emphasizing leadership and other values, such as service and excellence.	• JROTC-Air Force
28.0130012 28.0130022	Aerospace Science: Global and Cultural Studies 220	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 28.0140022	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	• JROTC-Air Force

		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.	
28.0310012 28.0310022	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 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.	• JROTC-Army
28.0320012 28.0320022	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 is 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 28.0330022	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	• JROTC-Army

		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.	
28.0340012 28.0340022	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 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	• JROTC-Army
28.0410012 28.0410022	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 28.0420022	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.	• JROTC-Marines

		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.	
28.0430012 28.0430022	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 completion of competencies according to the national Marine Corps JROTC curriculum.	• JROTC- Marines
28.0440012 28.0440022	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 28.0210022	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 28.0240022	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 28.0250022	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. 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	• JROTC-Navy

		a college ROTC program or accelerated promotion in the military service.	
28.0270012 28.0270022	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 28.0280022	Naval Science IV- Effective Communications	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 25.5210022	Introduction to Healthcare Science (1st course in all Health Science Pathways)	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 development is	• Therapeutic Services / Emergency Medical Responder • Therapeutic Services / Patient Care

		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 25.4400022	Essentials of Healthcare (2nd course in all Health Science Pathways except Dental)	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.	• Therapeutic Services / Emergency Medical Responder • Therapeutic Services / Patient Care
25.4500012 25.4500022	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
25.4360012 25.4360022	Patient Care Fundamentals	This course is designed to provide students interested in the careers that involve patient care with entry level skills most commonly associated with the career Nursing Assistant. The students are required to meet both national and intrastate professional guidelines as designated by applicable regulatory agencies such as the Occupational Health and Safety Administration (OSHA), Center for Disease Control (CDC), and the Department of Health and Human Services (HHS) with a specific focus on the Omnibus Budget Reconciliation Act of 1987 (OBRA) and the	Therapeutic Services/ Patient Care

		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 completion of the Georgia Registry Examination allows students to seek employment in the state of Georgia as a Certified Nurse Assistant.	
Hospitality and Tourism Career Cluster			
20.5310012 20.5310022	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 20.5321022	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 20.5331022	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
08.4740012 08.4740022	Marketing Principles (1st course in SEM and HRT Pathways)	Marketing Principles is the foundational course for the Marketing and Management, Fashion Merchandising 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	• Sports and Entertainment Marketing (SEM) • Hospitality, Recreation and Tourism (HRT)

		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. Pre-requisite for this course is advisor approval.	
08.4780012 08.4780022	Introduction to Sports and 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.	• Sports and Entertainment Marketing
08.4850012 08.4850022	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 08.4530022	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 lodging industry uses marketing to achieve goals. The vital roles of group, convention and meeting planning, human relations, communications and ethics will be discussed along with the recreation industry segment.	• Hospitality, Recreation and Tourism
08.4540012 08.4540022	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	• Hospitality, Recreation and Tourism

		that exemplary customer service skills define success in the industry.	

<table>
<tr><td colspan="4" align="center">Human Services Career Cluster</td></tr>
<tr>
<td>20.4161012
20.4161022</td>
<td>Food, Nutrition and Wellness</td>
<td>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.</td>
<td>• Nutrition and Food Science</td>
</tr>
<tr>
<td>20.4140012
20.4140022</td>
<td>Food for Life</td>
<td>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.</td>
<td>• Nutrition and Food Science</td>
</tr>
<tr>
<td>20.4181012
20.4181022</td>
<td>Food Science</td>
<td>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.</td>
<td>• Nutrition and Food Science</td>
</tr>
<tr>
<td>12.5440012
12.5440022</td>
<td>Introduction to Personal Care Services
(1st course in Cosmetology/Barbering/Nails)</td>
<td>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,</td>
<td>• Cosmetology
• Barbering
• Nails</td>
</tr>
</table>

		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.	
12.4100012 12.4100022	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 12.4110022	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
Information Technology Career Cluster			
11.4150012 11.4150022	Introduction to Digital Technology (Obsolete after 22-23 SY)	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	• Cybersecurity • Computer Science • Networking • Web and Digital Design • Programming

		course standards to demonstrate the skills required by business and industry. Introduction to Digital Technology is a course that is appropriate for all high school students. The pre-requisite for this course is advisor approval.	
11.4460012 11.4460022	Introduction to Software Technology (2022-2023)	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.	• Computer Science • Programming • Web and Digital Design
11.4480012 11.4480022	Introduction to Hardware Technology (2022-2023)	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.	• Cybersecurity • Networking
11.4610012 11.4610022	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	• Networking

		Technology cluster. Students enrolled in this course should have successfully completed Introduction to Digital Technology.	
11.4620012 11.4620022	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
11.4720012 11.4720022	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 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.	• Programming
11.4510012 11.4510022	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	• Web and Digital Design

		management, digital citizenship, and web processes. Students will create and design web sites that incorporate digital media elements to enhance content of web site.	
11.4520012 11.4520022	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 11.4250022	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
11.4710012 11.4710022	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	• Computer Science

		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.	
11.0190012 11.0190022	AP Computer Science Principles	N/A	• Computer Science • Programming • Web Development
11.0160084	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
11.4810012 11.4810022	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 11.4820022	Advanced Cybersecurity	Advanced Cybersecurity is designed to provide students the advanced concepts and terminology of cybersecurity. The course explores the field of cybersecurity with	• Cybersecurity

		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.	
**Law, Public Safety, Corrections and Security Career Cluster**		
43.4500012 43.4500022	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.	• Law Enforcement Services / Forensic Science
43.4510012 43.4510022	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. mock trial) is encouraged to enhance standards addressed in the curriculum.	• Law Enforcement Services / Forensic Science
43.4530012 43.4530022	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	• Law Enforcement Services / Forensic Science

		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	
Manufacturing Career Cluster			
21.4410012 21.4410022	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
21.4450012 21.4450022	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
21.4440012 21.4440022	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 08.4740022	Marketing Principles (1st course in Marketing Pathways)	Marketing Principles is the foundational course for the Marketing and Management, Fashion Merchandising 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	• Marketing and Management • Fashion, Merchandising and Retail Management

		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.	
08.4410012 08.4410022	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 08.4420022	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 08.4210022	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 08.4220022	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 21.4250022	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
21.4710012 21.4710022	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 24.4720022	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	• Engineering and Technology

		opportunities in the field of engineering. The prerequisite for this course is Engineering Concepts.	
48.5410012 48.5410022	Introduction to Drafting and Design	Introduction to Drafting and Design is the foundational course for the Architectural Drafting and Design pathway. Emphasis is placed on safety, geometric construction, fundamentals of computer-aided drafting, and multi-view drawings. Students learn drafting techniques through the study of geometric construction at which time they are introduced to computer-aided drafting and design. The standards are aligned with the national standards of the American Design Drafting Association (ADDA). Pre-requisite for this course is advisor approval.	• Engineering Drafting and Design
48.5420012 48.5420022	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 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.	• Engineering Drafting and Design
48.5430012 48.5430022	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 21.4520022	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	• Electronics

		components function, how a variety circuits are connected, and how to design these circuits. The pre-requisite for this course is advisor approval.	
21.4530012 21.4530022	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 21.4540022	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, 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.	• Electronics

Transportation, Distribution and Logistics Career Cluster

| 47.4500012 47.4500022 | 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 & | • General Automotive Technology |

		automotive HVAC. The hours completed in this course are aligned with ASE standards and are a base for the entry-level technician.	
47.4510012 47.4510022	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 47.4520022	Automotive Technologies 3 **	This course is designed as the third course for the General Automotive Technology Pathway. Students in this course will learn the basic skills needed to gain employment as an entry level automotive technician. Students will be exposed to courses in automotive preventative maintenance, brakes, steering and suspension, electrical systems, engine repair, engine performance, automatic transmission, manual transmission and differential & automotive HVAC. The hours completed in this course are aligned with ASE standards and are a base for the entry-level technician. The prerequisite for this course is advisor approval and successful completion of Automotive Technologies 2.	• General Automotive Technology
47.4600012 47.4600022	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.	• Flight Operations
47.4880012 47.4880022	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	• Flight Operations

		aircraft operations. The prerequisite for this course is Fundamentals of Aerospace.	
47.4890012 47.4890022	Flight Operations II	Atmospheric dynamics and concepts are addressed to build a meteorological foundation that will enable students to understand environmental variables that create and change the earth's weather. Meteorological techniques will be used in analyzing, charting, and forecasting weather patterns, and students will apply learned skills to the aeronautical needs and procedures of the air transportation industry. The prerequisite for this course is Flight Operations I.	• Flight Operations
Middle School Courses			
25.0330006	Healthcare Diagnostics and Support Services	This course provides students with an exploratory introduction to several healthcare careers and the safety procedures and interpersonal communication skills required for them. The course will enable students to receive initial exposure to healthcare science skills; attitudes applicable to healthcare including the concepts of health, wellness, and preventative care; and responsibilities of today's healthcare provider. Mastery of skills through project based learning, technical skills practice, and group activities will provide students with an opportunity to decide if they want to continue this course of study in high school and/or at a post-secondary institution. This course is considered broad-based with high impact.	Middle School Healthcare Science
07.0850008	Foundations of Investing/ Finance	Through integrated instructional activities, students will have opportunities to apply employability skills and to research possible career options in the financial industry area. They will also complete many hands-on activities to build a strong foundation in banking, accounting, and investing. Capstone projects should be incorporated at the completion of all standards as time allows. Keyboarding is now included at the elementary level in the GaDOE K-12 Computer Science standards. Students who successfully complete this course will be prepared for the following pathways upon entering high school: Advanced Accounting, Business Accounting, and Financial Services. This course may be taught in 6th, 7th, or 8th grade but is recommended for 8th grade	Middle School Business Management and Finance

25.0340007	Healthcare IT/ Biotechnology	This course provides students with an exploratory introduction Healthcare IT and Biotechnology and to several healthcare careers and the safety procedures and interpersonal communication skills required for them. The course will enable students to receive initial exposure to healthcare science skills; attitudes applicable to healthcare including the concepts of health, wellness, and preventative care; and responsibilities of today's healthcare provider. Mastery of skills through project-based learning, technical skills practice, and group activities will provide students with an opportunity to decide if they want to continue this course of study in high school and/or at a post-secondary institution. This course is considered broad-based with high impact	Middle School Healthcare Science
25.0350008	Therapy Services / Applied Anatomy	This course provides students with an exploratory introduction Therapeutic Services and Anatomy and Physiology to several healthcare careers and the safety procedures and interpersonal communication skills required for them. The course will enable students to receive initial exposure to healthcare science skills; attitudes applicable to healthcare including the concepts of health, wellness, and preventative care; and responsibilities of today's healthcare provider. Mastery of skills through project-based learning, technical skills practice, and group activities will provide students with an opportunity to decide if they want to continue this course of study in high school and/or at a post-secondary institution. This course is considered broad-based with high impact.	Middle School Healthcare Science
11.0120000	Foundations of Computer Programming	It is designed to be taught in a 9-week rotation in 45-minute daily classes. Standards should be taught in the order presented with the exception of Standard 1 being an embedded standard with ongoing learning regarding employability and career opportunities. Through integrated instructional activities, students will have opportunities to apply employability skills and to research possible career options in the information technology area. They will also complete many hands-on activities to build a strong foundation in computer coding. Capstone projects should be incorporated at the completion of all standards as time allows. Students who successfully complete this course will be prepared for the following pathways upon entering high school: Internet of Things,	Middle School Computer Science

		Programming, and Computer Science. This course may be taught in 6th, 7th, or 8th grade.	
48.031006	Broadcast and Graphic Communication/ Middle School	This program facilitates basic level student led broadcast/video productions under the guidance of the instructor. Topics covered may include, but are not limited to: history of mass media, terminology, safety, basic equipment, script writing, storyboarding, production teams, planning, writing, directing, recording and editing a production, graphic communications, and professional ethics. All material and mastered skills will be utilized in subsequent courses within this program concentration. In addition, students acquire a fundamental understanding of the graphic communications and design industry. Topics covered include theories and practices to creating aesthetically pleasing designs and best methods for working with consumers. Important threads in this course include discussion of graphic communications careers, ethical issues relating to graphic communications and design, and exploration of various graphic communications software. All material covered will be utilized in subsequent courses.	Middle School Communications
32.0210006 32.0210007 32.0210008	Career Awareness Grades 6,7, and 8	The goal of this course is to promote essential skills and knowledge students need to develop a positive self-concept. This course will provide students with opportunities to identify interests, abilities, aptitudes, values, and personality traits as they relate to career planning, to develop a keen understanding of the value and benefit of work, and to differentiate between jobs and careers. In this course, middle school students will experience a variety of activities that promote self-awareness, self-management skills, leadership, teamwork, career exploration, and educational planning related to students' future educational and career plans. At the conclusion of this course, students will be able to analyze personal characteristics and apply these characteristics in the career planning process.	Middle School Career Development
32.0220007	Career Discovery Grade 7	The goal of this course is to promote essential skills and knowledge students need to apply self-assessments and decision-making skills while examining career concentrations and pathways. This course will expose students to positive work ethics, the importance of educational achievement, and the impact of societal issues on career choices. These essential components are necessary for	Middle School Career Development

		educational and career planning success. In this course, middle school students will gain an understanding of career program concentrations and career pathways offerings in Georgia. Students will develop insight in how educational performance enhances career opportunities. Also, students will be exposed to work ethics and societal issues as they relate to educational and career goals.	
32.0230008	Career Management Grade 8	The goal of this course is to promote essential knowledge, skills and attitudes students need to make key decisions about career options, high school curricular offerings relating to a pathway of their choice, as well as, postsecondary and workforce opportunities. Instructional focus will address interpersonal skills, management skills, employability skills, self-awareness, educational and career planning. In this course, middle school students will increase awareness of resources available to support educational and career planning. Students will develop a personalized individual Peach State Pathways: Education and Career Plan, explore management skills, and investigate employability skills.	Middle School Career Development
48.032007	Introduction to Communications/ Middle School	This is a nine-week course that introduces the student to the basic concepts of the Communications career field. Students will explore the career field within cooperative learning simulation projects. This program facilitates basic level student led broadcast/video productions under the guidance of the instructor. Topics covered may include, but are not limited to: history of mass media, terminology, safety, basic equipment, script writing, storyboarding, production teams, planning, writing, directing, recording and editing a production, graphic communications, and professional ethics. All material covered will be utilized in subsequent courses.	Middle School Communications
20.0210006	Exploring Engineering Technology Grade 6	The Exploring Engineering and Technology course will provide all students with an introduction to the principles of Engineering & Technology and its place in the modern world. Students will be educated on the daily impact of engineering, and the nature of technology. Exploring Engineering and Technology students will use the Engineering Design Process and experimentation to solve a variety of technological problems. Students will participate in engineering design challenges to understand how criteria, constraints, and processes affect designs. Students will participate in activities that will	Middle School Engineering and Technology

		allow them to gain experience in brainstorming, visualization, modeling, construction, testing, experimentation, and refining designs	
21.0220007	Invention and Innovation/ Middle School	In the Invention and Innovation course, students will work individually, and in groups, to examine and solve societal problems through research, data collection, design, experimentation, and technology selection to produce a functional invention/innovation. Students will study the history of inventions and innovations, their impact on society, and how technologies have changed over time. Using the engineering design process, students will create a solution to a problem while demonstrating proper safety techniques in the lab. Students will also examine the process for patenting and protecting their inventions and innovations. The Invention and Innovation course reinforces the areas of math, science, social studies, and language arts through practical application and/or hands on activities. Exposure to Engineering and Technology related careers, work ethics and leadership skills will be important components in this course.	Middle School Engineering and Technology
11.0110000	Foundations of Secure Information Systems	Standards should be taught in the order presented with the exception of Standard 1 being an embedded standard with ongoing learning regarding employability and career opportunities. Through integrated instructional activities, students will have opportunities to apply employability skills and to research possible career options in the information technology area. They will also complete many hands-on activities to build a strong foundation in computer hardware and connectivity. Capstone projects should be incorporated at the completion of all standards as time allows. Students who successfully complete this course will be prepared for the following pathways upon entering high school: Information Support & Services, Networking, and Cybersecurity. This course may be taught in 6th, 7th, or 8th grade.	Middle School Computer Science
07.0830006	Foundations of Business Administration	This course will provide an exploratory foundation in business office administration and support. It is designed to be taught in a 9-week rotation in 45-minute daily classes. Standards should be taught in the order presented with the exception of Standards 1 and 7 being embedded standards with ongoing learning regarding employability skills, career investigation, and career-technical leadership opportunities. Through	Middle School Business Management and Finance

		integrated instructional activities, students will have opportunities to apply employability skills and to research possible career options in the business administration area. They will also complete many hands-on activities to build a strong foundation in integrated software applications and standard office procedures. Capstone projects should be incorporated at the completion of all standards as time allows. Keyboarding is now included at the elementary level in the GaDOE K-12 Computer Science standards.	
07.0840007	Foundations of Business Management	Through integrated instructional activities, students will have opportunities to apply employability skills and to research possible career options in the business management area. They will also complete many hands-on activities to build a strong foundation in integrated software applications and standard office procedures. Capstone projects should be incorporated at the completion of all standards as time allows. Keyboarding is now included at the elementary level in the GaDOE K-12 Computer Science standards. Students who successfully complete this course will be prepared for the following pathways upon entering high school: Entrepreneurship, International Business, and Human Resources Management.	Middle School Business Management and Finance
11.0130000	Foundations of Interactive Design	It is designed to be taught in a 9-week rotation in 45- minute daily classes. Standards should be taught in the order presented with the exception of Standard 1 being an embedded standard with ongoing learning regarding employability and career opportunities. Through integrated instructional activities, students will have opportunities to apply employability skills and to research possible career options in the information technology area. They will also complete many hands-on activities to build a strong foundation in designing interactive programs. Capstone projects should be incorporated at the completion of all standards as time allows. Students who successfully complete this course will be prepared for the following pathways upon entering high school: Web & Digital Design, Web Development, and Game Design. This course may be taught in 6th, 7th, or 8th grade.	Middle School Computer Science
21.0230008	Technological Systems / Grade 8	Technological Systems is designed to introduce students to systems and processes to develop an understanding of the impact of technology on humans, the environment, and the global community. Students will develop	Middle School Engineering and Technology

		an understanding with regards to how technology can impact humans, the environment, and the global community through the development of systems. A systems model in its simplest form (input, process, output and feedback) and the design process are foundational to understanding technological systems. A system can be as small as two components working together (technical system/device level) or can contain millions of interacting devices (user system/network level). We often break down the macro systems into less complicated microsystems in order to understand the entire system better. However, technology is becoming more integrated, and systems are becoming ever more dependent upon each other. By investigating systems through their function, design, and development, students will understand what systems are, why they are developed, and how the knowledge of "systems thinking" can be used in the design and production of prototypes.	
	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
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
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 are available for students enrolled in this course.	Special Programs CTI
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	Special Programs CTI

| | | researching careers and occupations, it introduces job readiness, visits to businesses and industries appropriate for special populations, and tours of postsecondary vocational programs for students that are eligible. The final support and transition service provided by the CTI programs in full-time deployment. | |

Cyber Academy of Excellence at RCTCM

Course #	Courses	Pathway

11.4150020
 	
Unidentified
 	
11.4610020
 	
11.4810020
 	
11.4820020
 	
35.0610020
	• Introduction to Digital Technology
	• Introduction to Hardware Technology (2022-2023)
	   Course will replace Intro to Digital Technology
	• Networking Fundamentals
	   RCSS identified pathway course
	• Introduction to Cybersecurity
	• Advanced Cybersecurity
	
	Course for Cyber Academy of Excellence at RCTCM
		Cybersecurity

Course numbers differ to identify HUB students.

Marian E. Barnes Career Center (MEBCC)

Course #	Courses	Pathway
46.5450020 (HUB) 46.5450040 (Josey)	Industry Fundamentals and Occupational Safety	
46.5460020 (HUB) 46.5460040 (Josey)	Introduction to Construction	Carpentry
46.5500020 (HUB) 46.5500040 (Josey)	Carpentry I	
46.5450020 (HUB) 46.5450040 (Josey)	Industry Fundamentals and Occupational Safety	
47.4140020 (HUB) 47.4140040 (Josey)	Introduction to HVACR Systems	HVAC
47.4150020 (HUB) 47.4150040 (Josey)	Heating, Ventilation, Air Conditioning, and Refrigeration	
46.5450020 (HUB) 46.5450040 (Josey)	Industry Fundamentals and Occupational Safety	
47.4140020 (HUB) 47.4140040 (Josey)	Introduction to HVACR Systems	HVACR Electrical
47.4160020 (HUB) 47.4160040 (Josey)	Low Voltage Electrical	
46.5450020 (HUB) 46.5450040 (Josey)	Industry Fundamentals and Occupational Safety	

46.5460020 (HUB) 46.5460040 (Josey)	Introduction to Construction	Masonry
46.5700020 (HUB) 46.5700040 (Josey)	Masonry I	
46.5450020 (HUB) 46.5450040 (Josey)	Industry Fundamentals and Occupational Safety	Plumbing
46.5460020 (HUB) 46.5460040 (Josey)	Introduction to Construction	
46.5800020 (HUB) 46.5800040 (Josey)	Plumbing I	
46.5450020 (HUB 46.5450040 (Josey)	Industry Fundamentals and Occupational Safety	Sheet Metal
48.5810020 (HUB) 48.5810040 (Josey)	Introduction to Metals	
48.5820020 (HUB) 48.5820040 (Josey)	Sheet Metal I	
46.5450020 (HUB) 46.5450020 (Josey)	Industry Fundamentals and Occupational Safety	Welding
48.5810020 (HUB) 48.5810040 (Josey)	Introduction to Metals	
48.5510020 (HUB) 48.5810040 (Josey)	Welding I	
12.5440020 (HUB) 12.5440040 (Josey)	Introduction to Personal Care Services	Barbering
12.4200020 (HUB) 12.4200040 (Josey)	Barbering II	
12.4210020 (HUB) 12.4210040 (Josey)	Barbering III	
12.5440020 (HUB) 12.5440040 (Josey)	Introduction to Personal Care Services	Cosmetology
12.4100020 (HUB) 12.4100040 (Josey)	Cosmetology Services II	
12.4110020 (HUB) 12.4110040 (Josey)	Cosmetology Services III	
12.5440020 (HUB) 12.5440040 (Josey)	Introduction to Personal Care Services	Nails
12.4700020 (HUB) 12.4700040 (Josey)	Nail Care Services II	
12.4710020 (HUB) 12.4710040 (Josey)	Nail Care Services III	

Fine Arts Course Options and Descriptions

Course Number	Course	Description
50.00160	Media Arts/Grade 5	Expands course 50.00150 and introduces meaning and creative thinking, contextual understanding, assessment, reflection, and production to make connections from the world of art to other areas of learning and personal endeavors using available traditional and digital media.
50.00170	Media Arts/Grade 6	The Media Arts standards develop students' critical thinking abilities, creativity and curiosity. Students will gain the tools to appreciate the multiplicity of creative, cultural and historical perspectives in visual media. The students develop their unique creative skills thru technology by exploring multiple platforms, such as animation, broadcast, film, graphic design/illustration, photography, and web design.
50.00180	Media Arts/Grade 7	The Media Arts standards continue increasing students' critical thinking abilities, creativity and curiosity. Students will gain the tools to appreciate the multiplicity of creative, cultural and historical perspectives in visual media. Students develop their unique creative skills thru technology by exploring multiple platforms, such as animation, broadcast, film, graphic design/illustration, photography, and web design.
50.00190	Media Arts/Grade 8	The Media Arts standards expand students' critical thinking abilities, creativity and curiosity. Students will gain the tools to appreciate the multiplicity of creative, cultural and historical perspectives in visual media. Students develop their unique creative skills thru technology by exploring multiple platforms, such as animation, broadcast, film, graphic design/illustration, photography, and web design.
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.
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.
51.05700	Dance IV	Enhances previous course. Refines knowledge of the elements of movement, dance history, and dance analysis, and hones skills in choreography and performance techniques, focusing on artistry and individuality.
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.
53.0361012 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 concert performances 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	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.
53.0561012 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.
53.0572012 53.0572022	Intermediate Orchestra I	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.
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
Courses that are not Credit Recovery must be facilitated by a course-specific certified teacher.

17.3110006	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.
36.3510006	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 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.
45.3150006	Psychology CR (one semester)	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 CR (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.
45.3670000	Personal Financial Literacy CR (one semester)	Conforms to College Board topics for the Advanced Placement Microeconomics Examination. Covers basic economic concepts, the nature and functions of product markets, factor markets and efficiency, equity and the role of government.

If you need a course that is not listed, please submit a course request for consideration.

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. Our AP Academy schools are also supported by a three-year grant from the National Math and Science Initiative. 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. Our AP schools are Cross Creek High School, Lucy C Laney High School and Westside High School.

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 career center at **T.W. Josey High School** provides students unique opportunities to gain hands-on experience. Students 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 career center for specified courses. Students take one course each semester, earning one full credit for the semester.

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)

eSchool

Richmond County's eSchool is a fully accredited online learning program that is available to middle and high school students in the Richmond County School System. This is a virtual learning environment for self-directed learners, as the majority of the work is asynchronous. eSchool provides occasional "live" support from teachers. Students can choose courses from the four core subjects (English, Science, Math, and Social Studies), and World Language, AP, Honors, CTAE, Health and Physical Education and Elective courses. All classes are taught by certified teachers.

Students will engage with a rigorous and relevant curriculum. In addition to providing quality learning experiences, we will prepare students for online learning in colleges, universities, the military, and the workforce. All avenues of post-secondary options available to today's high school graduates involve online learning and collaboration. The trends are clear—online learning is expanding exponentially.

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 it 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 "N/A".						
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.
For <u>CTAE Courses</u> that are active for the school district but not active for your particular school, you must complete the course request document for approval to use the requested course(s). If you have any questions or concerns, please contact the CTAE district leadership.

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	
How does the proposed course compare to practices in other districts or school with comparable programs?	

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		
27 Math		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						
55 ESOL						
60-67 World Language						
70 Prof/ Career Prep						
71 Gifted						
80 Library Science						

Example: **23**.043008**4** is a "regular" year-long AP course in ELA

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

Reviewed 1/2022