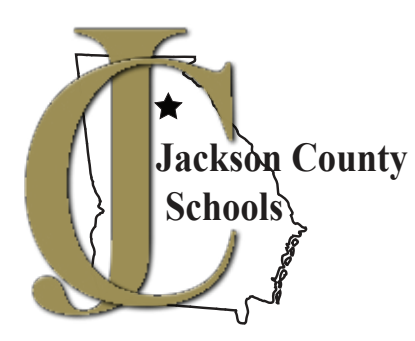


Jackson County Schools 2016-2017 PROGRAM OF STUDY



**Student Success Through Leadership,
Character, and Performance**

Dear Students and Parents

Preparing students for success after high school is inherent in the Jackson County School System's Vision. Whether students plan to enter the workforce immediately or attend college after high school graduation, careful consideration of high school course options can impact their futures. To better prepare students for the demands of the 21st century economy and for post-secondary education, the Jackson County School System has provided this planning guide for use by students and their parents. Keep this planning guide for the next four years and use it to set career goals and to plan for a world of work options. Go over the information in the guide together and begin to have discussions concerning post high school plans and how you can reach the goals that you set. Bring this guide with you to each annual advisement appointment at your high school and share with your advisor as you all work together to map out the next year's schedule of courses. Finally, mark your choices in the guide as you go through high school and as your career decisions possibly change and evolve. This planning guide shows the clear connection between class work and future success, pointing out the relevance of academic learning in the classroom. It also provides information on a variety of occupations that differ in the scope of education and training required in order to obtain employment. ***The courses you choose today will have an effect on your future course options and opportunities.***

What are Pathways?

Pathways are state-approved career enhancement programs defined as a coherent articulated sequence of rigorous academic and career related courses that can lead to an associate degree, and/or an industry-recognized certificate or licensure, and/or a baccalaureate degree and beyond. Selection of a pathway will be based on the student's own self-awareness and investigation of occupations.

- 1) CTAE (Career, Technical, and Agriculture Education) Pathway: Career pathways are a series of three or four sequenced courses within a state approved area of study. Once these sequenced courses are completed, the student will have the opportunity to take national certificate or licensure assessments that will aid them in preparation for the world of work or further assist them in continuing their education at numerous levels.
- 2) Advanced Academic Pathway: An Advanced Academic Pathway may be followed in any of these four content areas: language arts, mathematics, science or social studies. See pathway criteria listed under each specific academic option.
- 3) World Language Pathway: A World Language Pathway may be followed in any of the world language areas included in the state list of approved courses. See pathway criteria listed under World Language area.
- 4) Fine Arts Pathway: A Fine Arts Pathway may be followed in any of the five areas of study: visual arts, theater, dance, music or journalism. A student has completed a Fine Arts Pathway when three courses, from those identified in the five areas (Visual Arts, Theater, Dance, Music, and Journalism) have been successfully completed.

Nontraditional Occupations

Nontraditional careers are those occupations or fields of work for which individuals from one gender comprise less than 25% of the individuals employed. Students are encouraged to enroll in courses that fit their career goals regardless of the gender make-up in the classroom. Some examples of nontraditional careers are: Nursing for males and Drafting for females.

CAREER PLANNING RESOURCES

www.GACollege411.org

GACollege411 is an internet site for creating a secure personal portfolio to use in planning and reaching goals. Students can use career assessments and search jobs, create a resume, and more. Take advantage of FREE test prep courses for the SAT, ACT, and GRE. Explore colleges, programs, and majors and learn about the HOPE scholarship program as well as other state and federal financial aid available. In addition, access applications for scholarships, grants, loans, and the FAFSA.

www.careeronestop.org

CareerOneStop is your pathway to career success. It provides tools to help job seekers, students, businesses, and career professionals. It is sponsored by the U. S. Department of Labor, Employment, and Training Administration.

www.bls.gov/oco/

The Occupational Outlook Handbook is a nationally recognized source of career information. It describes what workers do on the job, working conditions, the training and education needed, earnings, and expected job prospects. The handbook covers a wide range of occupations.

www.onetonline.org

Great website to examine Rapid Growth areas, Numerous Job openings, and emerging occupations, and is a partner of the American Job Center network.

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The Jackson County School System does not discriminate in admission or access to, or treatment, or employment in its programs and activities on the basis of sex, race, color, age, disability, religion or national origin.

This Program of Study is provided through the use of the US DOE Carl Perkins Grant.

DISCLAIMER

The information contained within this book is as accurate as possible at the time of publication. Classes offered can change due to scheduling and allotment conflicts.

Jackson County Graduation Plan

| CORE | English / Language Arts Total: 4 Credits | Math Total: 4 Credits | Science Total: 4 Credits <i>* Based on Math Courses, Science Courses may be taken different years</i> | Social Studies Total: 3 Credits | Health / PE Total: 1 Credit <i>or</i> JROTC Total: 3 Credits |
|--|--|--|---|--|---|
| 9th | <input type="checkbox"/> 9 th Lit/Comp (English I) <input type="checkbox"/> 9 th Lit/Comp Honors (English I Honors) | <input type="checkbox"/> Algebra I <input type="checkbox"/> Accelerated Algebra I/Analytic Geometry A <input type="checkbox"/> Honors Algebra I – 8 th Grade / Honors Geometry 9 th Grade* | <input type="checkbox"/> Biology <input type="checkbox"/> Biology Honors <input type="checkbox"/> AP Biology | <input type="checkbox"/> American Government (EJCHS) <input type="checkbox"/> American Gov. & Civics Honors (EJCHS) <input type="checkbox"/> AP Human Geography (JCCHS) | <input type="checkbox"/> Health/PE Or <input type="checkbox"/> JROTC I |
| 10th | <input type="checkbox"/> 10 th Lit/Comp (English II) <input type="checkbox"/> British Lit/ Comp Honors | <input type="checkbox"/> Geometry <input type="checkbox"/> Accelerated Geometry B/ Algebra II <input type="checkbox"/> Honors Algebra II * | <input type="checkbox"/> Physical Science <input type="checkbox"/> Physics <input type="checkbox"/> Physics Honors <input type="checkbox"/> AP Physics I | <input type="checkbox"/> World History <input type="checkbox"/> AP World History | <input type="checkbox"/> JROTC II |
| 11th | <input type="checkbox"/> American Lit/Comp (English III) <input type="checkbox"/> AP English Lang/ Comp | <input type="checkbox"/> Algebra II <input type="checkbox"/> Accelerated Pre-Calculus <input type="checkbox"/> Honors Pre-Calculus * | <input type="checkbox"/> Chemistry I <input type="checkbox"/> Chemistry I Honors <input type="checkbox"/> AP Chemistry Or <input type="checkbox"/> Environmental Science <input type="checkbox"/> AP Environmental Science | <input type="checkbox"/> U.S. History <input type="checkbox"/> AP U.S. History | <input type="checkbox"/> JROTC III |
| 12th | <input type="checkbox"/> Advanced Comp <input type="checkbox"/> AP English Lit/Comp | 4th Math Options <input type="checkbox"/> Advance Mathematical Decision Making <input type="checkbox"/> Pre-Calculus <input type="checkbox"/> Statistical Reasoning <input type="checkbox"/> AP Statistics <input type="checkbox"/> AP Calculus AB <input type="checkbox"/> AP Calculus BC | <input type="checkbox"/> 4 th Science Option _____ <input type="checkbox"/> Environmental Science <input type="checkbox"/> AP Environmental Science <input type="checkbox"/> Human Anatomy <input type="checkbox"/> Human Anatomy & Physiology Honors | <input type="checkbox"/> Economics <input type="checkbox"/> American Government & Civics (JCCHS) <input type="checkbox"/> AP Macroeconomics <input type="checkbox"/> AP US Government & Politics (JCCHS) | <input type="checkbox"/> JROTC IV |
| Or Dual Enrollment Additional Electives | Dual Enrollment <input type="checkbox"/> UNG Composition ENGL 1101 <input type="checkbox"/> UNG Composition ENGL 1102 | <input type="checkbox"/> Foundations of Math <input type="checkbox"/> Coordinate Algebra Support <input type="checkbox"/> Analytic Geometry Support <input type="checkbox"/> Adv. Algebra Support Dual Enrollment <input type="checkbox"/> UNG College Algebra MATH 1111 <input type="checkbox"/> UNG Pre-Calculus MATH 1113 <i>* Track for students beginning in 8th Grade</i> | 4th Science Options <input type="checkbox"/> Animal Science /Biotech <input type="checkbox"/> Applications of Biotech <input type="checkbox"/> Essentials of Biotechnology <input type="checkbox"/> Essentials of Healthcare <input type="checkbox"/> Food for Life <input type="checkbox"/> Food Science <input type="checkbox"/> Horticulture & Plant Science <input type="checkbox"/> Computer Science Principles* <input type="checkbox"/> AP Computer Science* <input type="checkbox"/> Programming, Games, Apps, and Society* | <input type="checkbox"/> AP Human Geography <input type="checkbox"/> AP Psychology (EJCHS) <input type="checkbox"/> Current Issues (JCCHS) Dual Enrollment <input type="checkbox"/> Intro to Psychology <input type="checkbox"/> PSYC 1101 <input type="checkbox"/> American Government <input type="checkbox"/> POLS 1101 | <input type="checkbox"/> Intro Lifetime Sports <input type="checkbox"/> Adv. Lifetime Sports <input type="checkbox"/> Weight Training <input type="checkbox"/> Adv. Weight Training <input type="checkbox"/> Intro Outdoor Education <input type="checkbox"/> Int. Outdoor Ed <input type="checkbox"/> Adv. Outdoor Ed <input type="checkbox"/> Body Sculpting <input type="checkbox"/> Adv. Body Sculpting <input type="checkbox"/> Adapted Physical Ed <input type="checkbox"/> Int. Physical Ed <input type="checkbox"/> Advanced Physical Ed <input type="checkbox"/> Recreation Sports |

CTAE and/or Fine Arts and/or Foreign Language Pathways

Total 3 Credits required for Graduation. (3 courses in a specified series = Pathway)
Can be a combination of courses, however two units of same foreign language is required for admission to USG Institutions

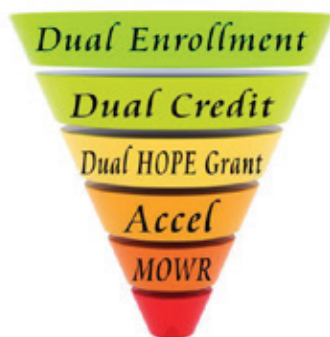
| CTAE Pathways | |
|---|---|
| A Series of 3 Specified Courses in a CTAE Approved Pathway | |
| Ag Mechanics & Metal Fabrication 1. Basic Ag Science 2. Ag Mechanics I 3. Ag Metal Fab (Welding) | Ag Mechanics 1. Basic Ag Science 2. Ag Mechanics I 3. Ag Mechanics II |
| Ag Mechanics & Electrical Systems 1. Basic Ag Science 2. Ag Mechanics I 3. Ag Electrical & Elec. Controls | Companion Animal Science 1. Basic Ag Science • Animal Science & Biotech • Small Animal Care |
| Horticulture Mechanical Systems 1. Basic Ag Science • Ag Mechanics I • Gen. Hort & Plant Science | Horticulture & Animal Science 1. Basic Ag Science • Animal Science & Biotech • General Hort & Plant Science |
| Plant & Floral Design 1. Basic Ag Science • Gen. Hort & Plant Science • Floral Design & Management | Architectural Drawing & Design 1. Intro to Drafting & Design 2. Architectural Drawing & Design I 3. Architectural Drawing & Design II |
| Army JROTC 1. JROTC Army Leadership Ed I 2. JROTC Army Leadership Ed II 3. JROTC Army Leadership Ed III | Audio Video Technology & Film 1. Audio Video Tech. Film I 2. Audio Video Tech. Film II 3. Audio Video Tech. Film III |
| Marketing & Management (JCCHS) 1. Marketing Principles 2. Marketing & Entrepreneurship 3. Marketing Management | Computer Science * 1. Intro to Digital Technology 2. Computer Science Principles 3. AP Computer Science |
| Programming * 1. Intro to Digital Technology 2. Computer Science Principles 3. Programming, Games, Apps & Soc. | Construction (EJCHS) 1. Industry Fund & Occ. Safety 2. Introduction to Construction 3. Carpentry I |
| Nutrition & Food Science 1. Food Nutrition & Wellness 2. Food For Life 3. Food Science | Allied Health & Medicine 1. Introduction to Healthcare Science 2. Essentials to Healthcare 3. Allied Health & Medicine |
| Biotechnology Research & Development (EJCHS) 1. Introduction to Healthcare Science 2. Essentials of Biotechnology 3. Application of Biotechnology | |

| World Languages Pathways | |
|--|--|
| 3 Courses in the Same Foreign Language | |
| Spanish Spanish I Spanish II Spanish III | French French I French II French III |
| Fine Arts Pathway 3 Courses Successfully Completed within the Fine Arts areas (Visual Arts, Music/Band, Theater Arts, Dance) I. _____ II. _____ III. _____ | |
| Academic Pathways 1. Students completing required course credits in specific academic area 2. Students course history in academic area has at least one AP or Post-Secondary course that fulfills a core graduation requirement 3. Student earns credits in two sequential courses in one World Language | |
| PATHWAY AND/OR PATHWAYS COMPLETED Advanced Academic Pathway _____ CTAE Pathway _____ Fine Arts Pathway _____ World Language Pathway _____ | |

- Means that the courses can be taken in no specific order

* Computer Science Principles, AP Computer Science, and Programming, Games Apps and Society: Courses meet fourth Science or World Language requirement; two computer Science courses from the same pathway will satisfy two years of sequenced foreign language courses

Move-On When Ready Dual-Credit Program for Georgia High School Students



Questions to Consider:

- What are my strengths and weaknesses?
- What are my interests and talents?
- What are my career dreams and plans?
- How can I make the most of middle and high school?
- How can I prepare for my future now?

| 5 th Grade- Career Exploration | | |
|---|---|---|
| Middle School Options | | |
| Option 1 | Option 2 | |
| Accelerated Content / Carnegie Courses in 8 th Grade | On-grade Level Coursework | |
| Begin Pathway aligned to career interest in 8 th Grade | Begin Pathway aligned to career interest in 8 th Grade | |
| Prepare for ACT/ PSAT | Prepare for ACT/PSAT/Compass Test | |
| High School Options | | |
| Option 1 | Option 2 | Option 3 |
| Intended goals may include attending a Research University following graduation. | Intended goals may include attending a four year baccalaureate program or technical college . | Intended goals may include attending a technical college or other career training. Not recommended for college prep. |
| Honors/ AP Coursework and/ or... | Complete Graduation Requirements and/ or... | Complete Graduation Requirements and/or... |
| Dual Enrollment through UNG or other baccalaureate program + | Dual Enrollment through UNG or Lanier Tech or other program (possible associate's degree) + | Complete HS Courses: 2 Math, 2 ELA, 2 SC, 2 SS, 1 Health/PE + Dual Enrollment for 2 degree certificates or associate's degree + |
| Pathways that further career focus | Pathways that further or explore a career focus | Pathways that further or explore a career focus |
| Prepare for ACT/SAT | Prepare for ACT/SAT or Compass Test | Prepare for Compass Test |
| Engage in service, internships, and leadership opportunities aligned to career interests | Engage in service, internships, and leadership opportunities aligned to career interests | Engage in service, internships, and leadership opportunities aligned to career interests |
| *Graduation requirements include unit requirements and the state assessment requirements as referenced in Rule 160-3-1-.07 Testing Programs – Student Assessment. | | |

Move On When Ready - Educating Georgia's Future through Dual Credit

In 2015, the Georgia General Assembly passed a law that streamlined the existing dual-enrollment programs. As a result, Accel, Dual HOPE Grant, and the original Move On When Ready have been combined into one program entitled Move On When Ready (MOWR), in which high school students may earn high school course credits while taking college courses. Georgia's Move On When Ready dual-credit program is available to any Georgia student in grades 9-12 enrolled in a public school, private school, or home-study program operated pursuant to O.C.G.A. 20-2-690 in Georgia.

Move on When Ready Facts

- The new Move On When Ready dual-credit program provides assistance for postsecondary tuition, mandatory fees, and books.
- In some cases, students may be charged or be expected to purchase course-related fees, supplies, or equipment.
- Eligible students may participate part-time or full-time at multiple postsecondary institutions, but applications for Move On When Ready must be completed every term (semester or quarter).
- Move on When Ready program summer eligibility will begin in summer 2016.
- College courses must be selected from the approved Move On When Ready Course Directory.
- The Move On When Ready dual-credit program will pay a maximum of 15 semester hours or 12 quarter hours per student and per postsecondary institution.
- Once all high school graduation or home-study requirements are met, students are no longer eligible to participate in the Move On When Ready dual-credit program.

Move On When Ready - Quick Points to Remember

Below are a few points of interest to help students and parents understand and prepare for the new Move On When Ready dual-credit program.

- ✓ The eligible student and parent/guardian should schedule the required Move On When Ready advisement session with the school counselor to discuss the dual-credit program options.
- ✓ Completion of the MOWR Georgia Student Finance Commission application is required each semester quarter.
- ✓ The student must apply and be accepted to a participating eligible postsecondary institution (University System of Georgia, Technical College System of Georgia or private institutions).
- ✓ The student and parent/guardian must sign a Student Participation Agreement during a follow-up advisement session with the high school counselor.
- ✓ Eligible students may participate in high school competitive and other extracurricular events.
- ✓ Courses do not count against any maximum hourly caps for the HOPE scholarships or grants.
- ✓ College courses taken must count toward local and/or state high school graduation requirements.
- ✓ The Georgia Student Finance Commission will manage funding and payments to the postsecondary institutions provided by annual state appropriations.
- ✓ The Move On When Ready dual-credit program is not available for coursework exempted or given credit by examination, testing, training, or prior experience.
- ✓ Dropping a course or not following program rules and regulations may result in students being removed from Move On When Ready; thus, affecting their high school graduation requirements.
- ✓ Students must make annual progress towards graduation and completion of their Individual Graduation Plan to participate in the Move On When Ready dual-credit program.



More details about the new Move On When Ready dual-credit program may be found at www.gafutures.org.

For more details and information regarding other dual credit programs, including articulation, please contact the Georgia Department of Education at

www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Transition-Career-Partnerships.aspx.





AGRICULTURE

Agriculture Education (Ag Ed) nurtures leaders in every field imaginable. While some Ag Ed students come from farm families, the vast majority do not. Over 90% of pathway completers go on to work or study in a nonfarm, agriculture-related career. More than 200 different careers are available to persons with an interest in agriculture. Many of those careers require a minimum of 2 years of education beyond high school. Agriculture and agriculture-related industries provide roughly 18% of the total work force in the United States. Agriculture is the largest Industry in Jackson County and it possesses some of the most sought positions by employers:

- 1) Welders
- 2) Farm production and agriculture services
- 3) Input suppliers
- 4) Processing and marketing
- 5) Agriculture wholesale and retail trade
- 6) Veterinarian and Animal Science Industries
- 7) Indirect agriculture businesses

Agricultural Education allows students the opportunity to apply mathematics, science, communication, and leadership skills learned throughout their high school courses in real world applications while preparing them to enter the workforce directly upon graduation or continue their education in a two- or four-year college or university. The opportunities for students with solid Ag Ed skills are booming in fields such as agriscience, animal science, biotechnology, turf management, landscaping, food science, forestry, environmental science, agricultural engineering, agribusiness management, and veterinary medicine. The Ag Ed program combines agricultural technical skills with rigorous coursework, leadership training, and exploration of the ethical and philosophical issues related to genetic engineering, the impact of agriculture on the environment, and other current agricultural topics. There are three interrelated components to the program: classroom and laboratory experiences, the Supervised Agricultural Experience Program (SAEP), and FFA. The optimal benefit of the Agricultural Education program is only truly recognized when students are active participants in all three parts of the program. This provides a balanced approach to learning in the Agricultural Education classroom and allows students many opportunities to apply classroom learning in solving real world problems.



Available Agriculture Pathways: *(Pathways are made up of a combination of available agriculture courses. All pathways are three Agriculture courses that all begin with Basic Agriculture Science, because of the offered diversification of courses students are able to complete multiple pathways)*

Agriculture Mechanics & Metal Fabrication (Welding) Pathway

- 1) Basic Agriculture Science
- 2) Agriculture Mechanics I
- 3) Agriculture Metal Fabrication (Welding)

Agriculture Mechanics & Electrical Pathway

- 1) Basic Agriculture Science
- 2) Agriculture Mechanics I
- 3) Ag Electrical & Electrical Controls

Agriculture Mechanics Pathway

- 1) Basic Agriculture Science
- 2) Agriculture Mechanics I
- 3) Agriculture Mechanics II

Companion Animal Science Pathway

- 1) Basic Agriculture Science
 - Animal Science and Biotechnology
 - Small Animal Care

Horticulture & Animal Science Pathway

- 1) Basic Agriculture Science
 - General Horticulture & Plant Science
 - Animal Science and Biotechnology

Horticulture Mechanical Systems Pathway

- 1) Basic Agriculture Science
 - General Horticulture & Plant Science
 - Agriculture Mechanics I

Plant and Floral Design Systems Pathway (EJCHS only)

- 1) Basic Agriculture Science
 - General Horticulture & Plant Science
 - Floral Design and Management

*** National Assessments are available after each pathway completion**

Career Technical Student Organization:

FFA



AGRICULTURE

Possible Career Choices

Agriculture Engineer

Licensing/Certificate up to
Bachelor's Degree
Salary: \$74,450 annual average
Average Growth

Sheet Metal Workers

High School Diploma/Certificate
Salary: \$43,890 & up annual
average
Rapid growth in the next several
years

Animal Scientist / Geneticist

Bachelors, Masters, and Doctorate
Degree
Salary: \$61,230 annual average
Steady growth with high demand in
the research field

Veterinary Technologist and Technicians

Associate's Degree
Salary: \$ 30,500
Much Faster than Average

Environmental Scientist

Bachelors and Master's Degree
Salary: \$65,090 annual average
Faster than Average growth

Natural Sciences Manager

Bachelor's up to Doctorate Degree
Salary: \$114,770 annual average
Slow growth

Hydroelectric Plant Technician

Bachelor's Degree with discipline
Salary: \$65,000 annual average
Steady growth



AGRICULTURE

Additional Recommended Courses

Biology
Chemistry
Computers
Economics
Healthcare Science
Science
Math
Computers
Work-Based Learning

Additional Career Choices

Ag Mechanics
Business Management & Administration
Diesel Mechanic
Field Sales Representative
Machinist
Manufacturing
Marketing, Sales, & Service
Mechanical Engineer
Safety Inspector
Agriculture Sciences Teacher
Botanist
Conservationist
Dendrologist
Greens Keeper
Horticulturist
Insect & Disease Inspector
Irrigation Engineer
Landscape
Limnologist
Plant Taxonomist
Pomologist
Turf Manager
Vegetable / Crop Producer
Wildlife Manager
Animal Caretaker / Trainer
Biochemist
Butcher
Lab Technician
Livestock and Food Inspector
Livestock Sales
Marketing, Merchandising, and Sales
Nutritionist

Agriculture Courses:

Basic Agricultural Science

1 unit

State number: 02.47100

Prerequisites: None

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

Agricultural Mechanics I

1 unit

State number: 01.42100

Prerequisites: Basic Ag Science

Description: This laboratory course is designed to provide students with introductory level experiences in selected major areas of agricultural mechanics technology which may include wood working, agricultural structures, electrical wiring, electric arc welding, oxy/fuel cutting and welding processes, and power equipment operation and maintenance. Learning activities include information, skill development and problem solving. Classroom and laboratory activities are supplemented through FFA supervised agricultural experiences, leadership programs and activities.

Agriculture Metal Fabrication (Welding)

1 unit

State number: 01.42400

Prerequisites: Ag Mechanics I

Description: This course is designed to provide students with a more in-depth study of agricultural metal fabrication. Students interested in agricultural mechanics will have the opportunity to explore the many career possibilities in the field of agricultural metal fabrication and welding. Additionally, hands-on-laboratory activities enhance the classroom learning experience and provide students with the skills needed to participate in Supervised Agricultural Experience Programs and FFA Career Development Events.



Ag Electricity and Electrical Controls**1 unit**

State number: 01.42600

Prerequisites: Ag Mechanics I

Description: This course is designed to provide students with a more in-depth study of agricultural electricity and electrical controls. Students interested in agricultural mechanics will have the opportunity to explore the many career possibilities in the field of agricultural electricity and electrical controls. Additionally, hands-on laboratory activities enhance the classroom learning experience and provide students with the skills needed to participate in Supervised Agricultural Experience Programs and FFA Career Development Events.

Agriculture Mechanics II**1 unit**

State number: 01.42200

Prerequisites: Ag Mechanics I

Description: The goal of this laboratory course is to offer students intermediate level experiences in selected major areas of agricultural mechanics technology which may include small engine maintenance and repair, metal fabrication, concrete construction, building construction, plumbing, electrical wiring, soil and water conservation, and maintenance of agricultural machinery, equipment and tractors. Learning activities include information, skill development, and problem solving.

Animal Science and Biotechnology**1 unit**

State number: 02.42100

Prerequisites: Basic Ag Science

Description: This course is designed to introduce students to the scientific principles that underlie the breeding and husbandry of agricultural animals, and the production, processing, and distribution of agricultural animal products. This course introduces scientific principles applied to the animal industry; covers reproduction, production technology, processing, and distribution of agricultural animal products. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities in FFA. ** This course satisfies the fourth science requirement and it has been approved by the Board of Regents.*

Small Animal Care**1 unit**

State number: 02.42300

Prerequisites: Basic Ag Science

Description: The goal of this course is designed to provide students with skills and concepts involved with the care and management of companion animals. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities through the FFA.

General Horticulture and Plant Science**1 unit**

State number: 01.46100

Prerequisites: Basic Ag Science

Description: 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 in FFA. ** This course satisfies the fourth science requirement and it is approved by the Board of Regents.*

Floral Design and Management - (EJCHS only)**1 unit**

State number: 01.4660001 / 01.4660002

Prerequisites: Basic Ag Science

Description: This laboratory course is designed to prepare students to apply systematic business procedures and design principles in the operation of a retail or wholesale floral business. Students will learn about the cut flower industry, the history of floral design, identification of flowers and foliage, design shapes, mechanics of design, everlasting flowers, and use knowledge and skills to create custom design work for special occasions. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities in FFA.



ARCHITECTURAL DRAWING & DESIGN

Architects plan & design houses, office buildings, and other structures. Occupations related to architectural drawing include: interior design, landscape architecture, construction managers, urban and regional planners, industrial designers / engineers, etc. Students in Architectural Drawing and Design will research and design structures using leading edge tools and software. Students use advanced math and science skills to complete a rigorous, hands-on, project-based curriculum. Through interaction with industry, students develop the skills necessary to be competitive in today's marketplace.

Emphasis in the first course in the pathway, Introduction to Drafting and Design, is placed on learning to use both manual drafting tools, board drafting, and AutoCAD software. AutoCAD is used extensively in the course for both single view and multiview drawings.. In the second course, Architectural Drawing and Design I, students learn the basics of house design and learn to use Autodesk Revit to create house plans. Students in advanced course, Architectural Drawing and Design II, continue learning about architectural design and learn to use advanced features of Autodesk Revit. Architecture II students also compete in the AIA Atlanta High School Design Competition, this design project that give students a real world problem to solve in line with first year architecture studio projects at the post-secondary level

Graduates may enter the workforce or continue their education and training through a two- or four-year college or university. The standards are aligned with the drafting and design standards in Georgia's technical colleges, thus helping students qualify for advanced placement should they continue their education at the post-secondary level. Further, the standards are aligned with the national standards of the American Design Drafting Association (ADDA). Students who successfully complete this and other drafting courses should be prepared to take the Autodesk Revit Certification Exam. Employment of architects is projected to grow 17 percent from 2012 to 2022, faster than the average for all occupations.

Pathway Concentration Courses

- 1) **Introduction to Drafting and Design**
- 2) **Architectural Drawing and Design I**
- 3) **Architectural Drawing and Design II**

**** National Assessment available after pathway completion: Autodesk Certified User: Revit Architecture***

Introduction to Drafting and Design

1 unit

State number: 48.54100

Prerequisites: None

Description: 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.

Architectural Drawing and Design I

1 unit

State number: 48.54500

Prerequisites: Introduction to Drafting and Design

Architectural Drawing and Design I is the second course in the Architectural Drawing and Design pathway and introduces students to the basic terminology, concepts, and principles of architectural design. Emphasis is placed on house designs, floor plans, roof designs, elevations (interior and exterior), schedules, and foundations. The standards are aligned with the drafting and design standards in Georgia's technical colleges, thus helping students qualify for advanced placement to continue their education at the postsecondary level. Students who successfully complete this and other drafting courses should be prepared to take the End of Pathway Assessment.

Architectural Drawing and Design II

1 unit

State number: 48.54600

Prerequisites: Architectural Drawing and Design I

Architectural Drawing and Design II is the third course in the Architectural Drawing and Design pathway and builds on the skills developed in Architectural Drawing and Design I. Emphasis is placed on the design process, site plans, electrical plans, plumbing plans, sections and details, project presentations, and a course portfolio. The standards are aligned with the drafting and design standards in Georgia's technical colleges, thus helping students qualify for advanced placement should they continue their education at the postsecondary level. Students who successfully complete this and other drafting courses should be prepared to take an End of Pathway Assessment.



ARCHITECTURAL DRAWING & DESIGN

Top Career Choices

Architect

Bachelor's Degree
Salary \$74,520
Fast growth

Construction Manager

Bachelor's Degree
Salary: **\$85,630**
Fast growth

Interior Designers

Bachelor's Degree
Salary: \$48,400
Average growth

Landscape Architects

Bachelor's Degree
Salary: \$64,570
Average growth

Recommended Courses

Advanced Math
Computers
Art
Physics
Foreign Languages
Agriculture Mechanics
Construction
Work-Based Learning

Additional Career Choices

Agriculture Engineer
Mechanical Engineer
Building Inspector
Civil Engineer
Designer
Drafter
Electrical Engineer
Industrial Engineer
Interior Designer
Landscape Designer and Architect
Mining, Geological and Safety Engineer
Technician
Urban Planner

Career Technical Student Organization

SkillsUSA



ARMY JROTC

Students who want to enhance their leadership skills, improve their physical and mental fitness, and be part of an elite, student-led organization can choose to participate in the Junior Reserve Officers Training Corps (JROTC). Jackson County Schools offer the Army JROTC programs specifically focused on hands-on training. JROTC cadets are not obligated to commit to military service. However, many cadets find that they enjoy military discipline and structure because it brings out their best and allows them to excel. Some win appointments to military academies, and those who enlist can enter military service at a higher rank and pay grade. Cadets are required to wear a uniform (provided at no-cost) once a week and to have a haircut and wear the uniform in accordance with Cadet Command Reference 670-1. JROTC training enhances study skills, test taking abilities, goal setting, and better focus on academics. JROTC concentrates on real-world activities such as: Finance, peer pressure, health and physical fitness, decision making and problem solving, marksmanship, sexual harassment prevention, map reading, public speaking, resumes, and a host of other issues. These are the tools every student needs to improve grades, prepare for college and every day life. Other popular activities include: Rifle Team, Raider Team, Saber Team, Color Guard, and Drill Team. JROTC is a program that is taught year-round.

JROTC Pathway

Three JROTC Army Leadership courses. **Students may use three (3) units of credit in JROTC to satisfy the Health and Physical Education graduation requirement.**

JROTC Army Leadership and Education Training 1, LET 1

1 unit

State number: 28.43100

Prerequisites: None

Description: This course includes classroom and laboratory instruction in the history, customs, traditions, and purpose of Army JROTC. Students develop knowledge and understanding in: Citizenship (Foundations of the JROTC Program, introduction to military organizations and procedures, and individual and unit drill), basic leadership principles, Foundations for Success (learning styles; study and communication skills), conflict resolution techniques, introduction to a financial planning program, and service learning. Elective topics may include physical training/development, rifle marksmanship, survival/outdoor skills and introduction to map reading/land navigation. The student is in agreement to wear provided uniform one day per week and participate in physical training events one day per week.

JROTC Army Leadership and Education Training 2, LET 2

1 unit

State number: 28.43200

Prerequisites: LET 1

Description: Students focus on the development of knowledge and skills in wellness, fitness and first aid, (nutrition, first aid, injury prevention and drug awareness), citizenship and American government (group meeting process, constitutional rights and civil and military justice systems) and basic map reading. This course introduces the topics of equal opportunity and sexual harassment. It provides instruction on leadership styles and practical time to exercise leadership theories as well as the basic principles of management. It provides self-assessments that help students determine their skill sets and opportunities to teach using accepted principles and methods of instruction. Elective topics may include physical training/development, rifle marksmanship, and survival/outdoor skills. The student is in agreement to wear provided uniform one day per week and participate in physical training events one day per week.

JROTC Army Leadership and Education Training 3, LET 3**1 unit**

State number: 28.43300

Prerequisites: LET 2

Description: This course allows cadets to investigate the interrelationships of the services while it continues to build their leadership development and decision-making skills. It includes negotiation skills and management principles. It emphasizes staff procedures and provides opportunities to handle various leadership situations as well as preventing violence and managing anger. Cadets will also work on their writing skills and learn to prepare and deliver speeches to varied audiences. This course gives cadets the opportunity to apply basic concepts of career exploration strategies and planning. It teaches how to create a career portfolio and plan for college or work. Financial management principles are studied further. The student is in agreement to wear provided uniform one day per week and participate in physical training events one day per week.

JROTC Army Leadership and Education Training 4, LET 4**1 unit**

State number: 28.43400

Prerequisites: LET 3

Description: This course is a continuation of LET 3 with an emphasis on government, creative writing, tutoring, and mentoring with an academic focus for all students. Students will also learn about the Department of Defense and all the various agencies/military services to gain an appreciation of their missions and roles in the National Military and Defense Strategies of the United States. Cadets will improve their teaching and public speaking skills through conducting classes for LET 1 and LET 2 cadets. Cadets will normally serve in leadership positions with assigned responsibilities within the JROTC unit to which enables them to continue to develop interpersonal skills and reinforce leadership attributes demonstrated throughout the course. The student is in agreement to wear provided uniform one day per week and participate in physical training events one day per week.

Students who qualify for LET 4 are eligible for Work Based Learning opportunities through the JROTC program.

**ARMY JROTC****Top Career Choices**

Students enrolled in JROTC programs may find high-demand, high-wage, and high-skilled occupations in the public sector at www.occsupplydemand.org or if they plan on a career in the military they will find "Military Occupations" listed on GACollege411 under the Career Planning Tab.

Recommended Courses

Any CTAE Course
Foreign Language
U. S. History

Additional Career Choices

Air Traffic Controller
Aircraft Repairer
Animal Care Specialist
Broadcast Specialist
Calvary Scout
Chaplain
Computer & Detection Repairer
Construction Equipment Repairer
Criminal Investigation Special Agent
Dental Specialist
Equipment Repairer
Finance Officer
Health Care Specialist
Human Resource Specialist
Information Technology Specialist
Intelligence Analyst
Interpreter & Translator
Medical Laboratory Specialist
Military Police Officer
Missile Fire Control Operator
Missile Fire Control Maintainer
Multi Media Illustrator
Signal Intelligence Analyst
Special Forces
Technical Engineer
Transportation Management Coordinator
Visual Information Equipment Operator

Career Technical Student Organizations

Color Guard
Drill Team
Raider Challenge
Rifle Team
Saber Team



AUDIO-VIDEO TECHNOLOGY & FILM

Audio Video Technology and Film, allows students to work with their hands and collaborate on fun, interactive projects while working in a production studio setting. Using state of the art technology, students complete projects in designing, writing, producing, editing, and filming. Students will also develop business and effective communication skills as they learn to interact with clients and customers. Topics covered in the entry level course may include, but are not limited to the following: history of mass media, terminology, safety, basic equipment, script writing, production teams, production and programming, set production, lighting, recording and editing, studio production, and professional ethics.

Topics covered in advanced courses may include but are not limited to the following: 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.

Teamwork is an integral part of this fast-paced rigorous curriculum. Many students compete across the nation on standards-based projects and design. Graduates can enter the workforce directly upon graduation or continue their education in a two- or four-year college or university.

Pathway Concentration Courses

- 1) **Audio – Video Technology Film I**
- 2) **Audio – Video Technology Film II**
- 3) **Audio – Video Technology Film III**

**** National Assessment available after pathway completion: Television Production, NOCTI Job Ready Assessment***

Elective Course: Broadcast and Video Production Applications (IV)

Audio - Video Technology Film I

1 unit

State number: 10.51810

Prerequisites: None

Description: This course will serve as the foundational course in the Audio & Video Technology & Film pathway. The course prepares students for employment or entry into a postsecondary education program in the audio and video technology career field. Topics covered may include, but are not limited to: terminology, safety, basic equipment, script writing, production teams, production and programming, lighting, recording and editing, studio production, and professional ethics. Skills USA, the Georgia Scholastic Press Association, Technology Student Association (TSA) and Student Television Network are examples of, but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and technical skills and may be considered an integral part of the instructional program. All material covered in Audio & Video Technology & Film I will be utilized in subsequent courses.

Audio - Video Technology Film II

1 unit

State number: 10.51910

Prerequisites: Audio - Video Technology Film I

Description: This one credit course is the second in a series of three that prepare 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. Skills USA, the Georgia Scholastic Press Association, Technology Student Association (TSA) and Student Television Network are examples of, but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and technical skills and may be considered an integral part of the instructional program.

Audio - Video Technology Film III

1 unit

State number: 10.52010

Prerequisites: Audio - Video Technology Film II

Description: This one credit transition course is designed to facilitate student-led projects under the guidance of the instructor. Students work cooperatively and independently in all phases of production. Skills USA, the Georgia Scholastic Press Association, Technology Student Association (TSA), and Student Television Network are examples of, but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and technical skills and may be considered an integral part of the instructional program.

Broadcast and Video Production Applications (IV)

1 Unit

State number: 10.51410

Prerequisite: Audio - Video Technology Film III and Teacher Recommendation

Description: Broadcast/Video Production Applications is the fourth course in Audio - Video Technology and Production and is designed to assist students in mastering skills necessary to gain entry level employment or to pursue a post-secondary degree or certificate. Topics include advanced camcorder techniques, audio production, scriptwriting, producing, directing, editing, employability skills, and development of a digital portfolio to include resume, references, and production samples. SkillsUSA, and Student Television Network are examples of, but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and technical skills and may be considered an integral part of the instructional program.



AUDIO-VIDEO TECHNOLOGY & FILM (BVP)

Top Career Choices

Video Game Designers

Bachelor's Degree

Salary: \$79,600

Fast growth

Software Developers, Applications

Bachelor's Degree

Salary: \$92,660

Faster than average growth

Film & Video Editors

Technical Training, related on-the-job experience or associates degree

Salary: \$54,490

Average growth

Camera Operators, Television, Video, and Motion Picture

Technical Training, related on-the-job experience or associates degree

Salary: \$42,530

Average growth

Recommended Courses

Computers

Business

Foreign Language

Intro to Animation and 3-D Design

Journalism

Marketing

Work-Based Learning

Additional Career Choices

Audio Video Operator

Broadcast Field Supervisor

Broadcast Technician

Camera Operator

Chief Engineer

Control Room Technician

Editor

Journalist

Multimedia Artists & Animators

Producers

Radio & Television Announcer

Reporter

Sound Technician

Station Manager

Transmission Engineer

Video Game Designers

Career Technical Student Organization

SkillsUSA





INFORMATION TECHNOLOGY, BUSINESS AND ADMINISTRATION

The Business programs help prepare students to become successful participants in any field that conducts business in today's society as well as transition into post-secondary settings or the workforce. You will be challenged to apply your knowledge and skills to solve real-world business problems through project-based instruction in the classroom and work-based learning opportunities. Students who choose the Business concentration often continue their education at two- and four- colleges to study business administration, computers, management, finance, accounting, sales, or entrepreneurship. Every current and future Georgia company needs employees, managers, and executives with leading edge business knowledge, skills, and experience.

Information Technology is a new pathway being introduced in 2015. The rapidly changing digital world of the Information Technology Career Cluster engages students in hands-on learning to prepare for careers that create, use, modify, and engage technology skills. Graphics, multimedia animation, web design, game and application development, networking, and computer repair are all possibilities

Computer Science

- 1) Introduction to Digital Technology
- 2) **Computer Science Principles ****
- 3) **AP Computer Science ****

Business, Management and Administration

- 1) Introduction to Business and Technology
(EJCHS only)

Programming

- 1) Introduction to Digital Technology
- 2) **Computer Science Principles ****
- 3) **Programming, Games, Apps, and Society ****

Graphic Design

- Graphic Design and Production (Yearbook)

**** Course meets fourth science or world language requirement. Two Computer Science courses from the same pathway will satisfy two years of sequenced foreign language courses.**

Introduction to Digital Technology

1 unit

State number: 11.41500

Prerequisite: None

Description: Introduction to Digital Technology is the foundational course for Programming, AP Computer Science, Web Design, and Network Systems pathways. This course is designed for 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. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the employability skills standards and content standards for this course.

Computer Science Principles

1 unit

State number: 11.47100

Prerequisite: Introduction to Digital Technology

Description: Computer Science (CS) Principles is an intellectually rich and engaging course that is focused on building a solid understanding and foundation in computer science. This course emphasizes the content, practices, thinking and skills central to the discipline of computer science. Through both its content and pedagogy, this course aims to appeal to a broad audience. The focus of this course will fall into these computational thinking practices: connecting computing, developing computational artifacts, abstracting, analyzing problems and artifacts, communicating, and collaborating. Computer Science Principles is the second course in the pathways Programming and Computer Science in the Information

Technology Cluster. **Course meets fourth Science or World Language requirement; Two Computer Science courses from the same pathway will satisfy two years of sequenced foreign language courses.**

AP Computer Science

1 unit

State number: 11.01600

Prerequisite: Computer Science Principles

Description: Conforms to the College Board syllabus for the Advanced Placement Computer Science Examination. Covers programming methodology, features of programming languages, fundamental data structures, algorithms, and computer systems. **Course meets fourth Science or World Language requirement; Two Computer Science courses from the same pathway will satisfy two years of sequenced foreign language courses**

Programming, Games, Apps, and Society

1 unit

State number: 11.47200

Prerequisite: Computer Science Principles

Description: 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. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of the employability skills standard for this course. **Course meets fourth Science or World Language requirement; Two Computer Science courses from the same pathway will satisfy two years of sequenced foreign language courses**

Introduction to Business and Technology (EJCHS only)

State number: 07.44130

Prerequisites: None

Description: The course is designed to provide an overview of business and technology skills required for today's business environment. Knowledge of business principles, the impact of financial decisions, and technology proficiencies demanded by business combine to establish the elements of this course. Emphasis is placed on developing proficient fundamental computer skills required for all career pathways. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the employability skills standards and content standards for this course. Various forms of technologies will be highlighted to expose students to the emerging technologies impacting the business world. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are taught in this course as a foundational knowledge to prepare students to be college and career ready

Graphic Design and Production (Yearbook)

1 unit

State number: 48.56200

Prerequisites: Grades 10, 11, 12

Description: This course is designed for the student who wants an in-depth experience in the production of a yearbook. The advanced study and application of photo composition skills, page layout and design skills, headline and caption-writing skills, and advertising are emphasized. This course is designed to provide students the opportunity to work with advanced technology, strengthen their analytical and problem-solving skills, improve their communication skills, and manage responsibility. Students receive guided instruction in the fundamentals of journalistic writing, photojournalism, graphic design, budget management, and organizational skills necessary to produce the yearbook, as well as guided practice in the areas of responsibility necessary for the production of the book. Students also develop their abilities to work as a team as they produce the yearbook.



BUSINESS, TECHNOLOGY & MARKETING

Top Career Choices

Search Marketing Strategist

Bachelor's degree

Annual Salary: \$82,340

Slower than average

Online Merchants

High School to Bachelor's Degree

Annual Salary: \$66,090

Slower than average

Sales Managers

Bachelor's Degree

Annual Salary \$108,540

Average

Software Developer, System Software

Bachelor's degree

Salary: \$101,410

Much Faster than average growth

Computer Network Architects

Different credentials

Salary: \$95,380

Faster than average growth

Recommended Courses

Business & Marketing Courses

Economics

Foreign Languages

Math

Work-based Learning

Additional Career Choices

Accountant

Computer Scientist

Web Designer

IT Administrator

Administrative Specialist

Buyer

Customer Service Representative

Entrepreneur

Financial Analyst

Human Resource Administrator

International Trade Manager

Marketing Director

Real Estate Broker

Sales Associate

Career Technical Student Organization

DECA Skills, USA and FBLA



CONSTRUCTION – (EJCHS only)

Trade and Industrial Education programs equip students with the knowledge, skills, and attitudes necessary for successful employment in the trade and industrial field and for further education. Construction Technology includes three major components:

- 1) Classroom/Laboratory experiences, which enable students to develop technical and academic skills in labs that simulate the business or industrial work environment for the given area.
- 2) Work-Based Learning, which provides cooperative education as a required component of the diversified Cooperative Training Program.
- 3) SkillsUSA youth organization, which provides opportunities for students to participate in co-curricular activities that help them develop academic and technical skills and encourages them to become better citizens.

Pathway Concentration Courses

- 1) **Industry Fundamentals and Occupational Safety**
- 2) **Introduction to Construction**
- 3) **Carpentry I**

** National Assessment available after pathway completion: NCCER Carpentry Level 1 Certification, Exams are taken at the end of each module*

Industry Fundamentals and Occupational Safety

State number: 46.54500

Prerequisites: None

Description: 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. Minimum performance requirements for this core course, and throughout the three-year curriculum, are based on the student's successful completion of the modules according to the NCCER Occupational Standards. Students who successfully complete the course in accordance with NCCER standards are eligible for registration with the NCCER National Craft Worker Registry.

Introduction to Construction

State number: 46.54600

Prerequisites: Industry Fundamentals and Occupational Safety

Description: This course is preceded by the Industry Fundamentals and Occupational Safety course. This course offers an opportunity for students to build on their knowledge and skills developed in Industry Fundamentals and Occupational Safety.

It introduces them to four construction craft areas and is also the second step towards gaining a Level One Industry Certification in one of the craft areas. The goal of this course is to introduce students to the history and traditions of the carpentry, masonry, plumbing, and electrical craft trades. Students will explore how the various crafts have influenced and been influenced by history. The student will also learn and apply knowledge of the care and safe use of hand and power tools as related to each trade. In addition, students will be introduced to and develop skills to differentiate between blueprints related to each individual craft area. Minimum performance requirements for this core course are based on the student's successful completion of the modules according to the NCCER Occupational Standards. Students who successfully complete the course in accordance with NCCER standards are eligible for registration with the NCCER National Craft Worker Registry.

Carpentry I

State number: 46.55000

Prerequisites: Introduction to Construction

Description: This course is preceded by Introduction to Construction and is the third of three courses that provides the student a solid foundation in carpentry skills and knowledge. As the third step in gaining a Level One Industry Certification in Carpentry, the course provides an overview of the building materials used in the carpentry craft, as well as teaching techniques for reading and using blueprints and specifications related to the carpentry craft. The course provides specific knowledge and skills in site layout and floor and wall framing systems, and includes basic industry terminology for a carpentry craftsperson. Minimum performance requirements for this core course are based on the student's successful completion of the modules according to the NCCER Occupational Standards. Students who successfully complete the course in accordance with NCCER standards are eligible for registration with the NCCER National Craft Worker Registry.



CONSTRUCTION

Top Career Choices

Construction Managers

Bachelor's Degree

Salary: \$84,410 annual average

Faster than average

Construction and Building Inspectors

Post-secondary Certificate,

Bachelor's Degree

Salary: \$54,450 annual average

Average growth

Construction Laborers

High School Diploma, moderate on-the-job training

Salary: \$30,460 annual average

Much Faster than average

Electrician

Post-secondary Certificate

Salary: \$50,510 annual average

Faster than average

Civil Engineers

Bachelors, Masters, Post

Baccalaureate certificate

Salary: \$80,770 Annual average

Faster than average

Recommended Courses

Mathematics

Geometry

Foreign Language

Physics

Agriculture Mechanics

Computers

Architectural Drawing & Design

Work-Based Learning

Additional Career Choices

Brick Mason

Cabinetry Maker

Construction Trades

Drywall and Ceiling Tile Installer

Electrician

Extraction Worker

Floor Specialist

Hazardous Materials Removal

Installation, Maintenance, and

Repair

Insulation Worker

Painter

Plumber

Roofer

Stonemason

Career Technical Student Organization

SkillsUSA



FAMILY AND CONSUMER SCIENCES

If you like interacting with people and want to build a career that enables you to help others, then Family and Consumer Sciences (FACS) may be for you. FACS offers a unique focus on families, work, and their interrelationships which provides a solid foundation of success for any student. Through relevant coursework, community projects, student organizations, and internship/mentoring opportunities, students develop the essential leadership, life, and communications skills they need to become responsible citizens and leaders in family, community and work settings. As a FACS student, you will learn to manage resources to meet the essential needs of individuals and families; to promote optimal nutrition and wellness across the life span and to accept responsibility for your actions and success in family and work life.

Human Services: Nutrition and Food Science Pathway

Employment in this field is expected to grow faster than average through 2014 as a result of the increasing emphasis on disease prevention through improved dietary habits. A growing and aging population will increase the demand for meals and nutritional counseling agencies in hospitals, residential care facilities, schools, prisons, community health programs, and home health care.

Pathway Concentration Courses

- 1) **Food, Nutrition and Wellness**
- 2) **Food for Life**
- 3) **Food Science**

** **National Assessment available after pathway completion:** ServSafe Food Safety Handler Certification, National Restaurant Association (NRA) Solutions*

Food, Nutrition and Wellness

1 unit

State number: 20.41610

Prerequisites: None

Description: Food, Nutrition and Wellness is the foundational course in the nutrition and food science pathway. The focus of the course is centered on healthy food and lifestyle choices. Students will investigate the interrelationship of food, nutrition and wellness to promote good health. Mastery of standards through project-based learning, technical skills practice, and leadership development activities of Family, Career and Community Leaders of America (FCCLA) will provide students with a competitive edge for either entry into the education global marketplace and/or the post-secondary institution of their choice to continue their education and training.

Food for Life

1 unit

State number: 20.41400

Prerequisites: Food, Nutrition and Wellness

Description: 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. There will be hands-on projects and lab experience. ** This course satisfies the fourth science requirement and it has been approved by the Board of Regents*

Food Science

1 unit

State number: 20.41810

Prerequisites: Food for Life

Description: 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. There will be hands-on projects and lab experience. ** This course satisfies the fourth science requirement and it has been approved by the Board of Regents*



NUTRITION AND FOOD SCIENCE

Top Career Choices

Dietician/Nutritionist

Bachelors Degree

Salary: \$55,920

Faster than average growth

Food Scientist and Technologist

Bachelors, Masters and Doctoral Degree

Salary: \$59,630

Average growth

Dietetic Technician

High School Diploma up to

Bachelors Degree

Salary \$25,620

Faster than average growth

Cooks, Restaurants

High School Diploma

Salary: \$22,160

Faster than average

Recommended Courses

Business & Computer Science Courses

Science

Physical Science

Biology

Math

Work-Based Learning

Additional Career Choices

Athletic Trainer

Chef

Consumer Representative

Cooperative Extension Service

Dietetic Technician

Dietician & Nutritionist

Family & Consumer Science Teacher

Flavorist

Food Scientist & Technologist

Food Service Manager

Health Educator

Health Inspector

Microbiologist

Research & Development Specialist

Sensory Scientist

Teacher Educator

Toxicologist

Career Technical Student

Organization

FCCLA





HEALTHCARE SCIENCE

If you are interested in a future in any medical related field, a Healthcare Science concentration provides challenging academic courses, relevant on-the-job experience, and specialized technical skills that will prepare you for a future in this fast-paced, high-demand career field. According to the Georgia Department of Labor, careers in the healthcare field account for almost 75 percent of the projected new job growth among professions that require at least an associate degree. In the classroom and laboratory experiences, students build solid math, science, reading, writing, and communication skills. Special emphasis is placed on developing the problem-solving and decision-making skills required for the fast-paced healthcare industry. Through Healthcare Science courses, students learn basic concepts of health, wellness, and preventative care; medical terminology; microbiology; life-support skills; and the ethical and legal responsibilities of today's healthcare provider. Students enrolled in Healthcare Science will have many opportunities to put classroom knowledge and skills into practice through various clinical experiences and internships. By working in a variety of healthcare settings, students will have an opportunity to explore a wide range of careers in the field. Graduates can transition into high-demand entry-level healthcare careers and/or continue their education at the post-secondary institution of their choice. Many hospitals and medical centers provide tuition-reimbursement options and professional development opportunities to employees.

Available Pathways

Therapeutic Services Allied Health and Medicine Pathway

- 1) **Introduction to Healthcare Science**
- 2) **Essentials to Healthcare ***
- 3) **Allied Health and Medicine**

** This Course satisfies the fourth science requirement and has been approved by the Board of Regents. Students who earn 1 unit of credit for this course shall also receive 1 unit of credit for Human Anatomy and Physiology.*

Multiple assessments available after pathway completion: National Certified Office Assistant (NCMOA) & National Health Science Assessment (NCHSE)

Biotechnology Research and Development Pathway (EJCHS)

- 1) **Introduction to Healthcare Science**
- 2) **Essentials of Biotechnology ****
- 3) **Application of Biotechnology ****

*** This Course satisfies the fourth science requirement and has been approved by the Board of Regents.*

Biotechnology - Research Development assessment available after pathway completion: Precision or NOCTI

Introduction to Healthcare Science

State number: 25.52100

Prerequisites: None

Description: 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 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. This course is considered broad-based with high impact and is a prerequisite for all Healthcare Science Education courses.

Essentials of Healthcare

State number: 25.44000

Prerequisites: Introduction to Healthcare Science

Description: 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. **Course meets fourth science requirement; students who earn 1 unit of credit for this course shall also receive 1 unit of credit for Human Anatomy and Physiology.**

Allied Health and Medicine

State number: 25.43700

Prerequisites: Essentials to Healthcare

Description: This course is designed to offer students (preferably upper classmen: juniors or seniors) the opportunity to become effective and efficient multi-skilled healthcare providers as they develop a working knowledge of various allied health opportunities. Students focusing on a career path in the healthcare field may apply classroom/lab knowledge and skills in the clinical setting as they participate in direct or simulated client care. If the student meets requirements, they will have the opportunity to rotate through various medical facilities within Jackson County during clinical observations.

Essentials of Biotechnology (EJCHS)

State number: 25.57000

Prerequisites: Introduction to Healthcare Science

Description: This is the second course in the career pathway that introduces students to the broad understanding of the fundamentals of biotechnology and the impact on society. The knowledge and skills in this course provides a basic overview of current trends and careers in biotechnology, with an emphasis on basic laboratory skills, along with the business, regulatory, and ethical aspects of biotechnology.

Course meets fourth science requirement.

Application of Biotechnology (EJCHS)

State number: 25.56900

Prerequisites: Essentials of Biotechnology

Description: This course further introduces students to the fundamentals of biotechnology. Included in this course are additional applications and techniques in biotechnology that expand and increase the student's comprehension of how biotechnology utilizes living systems to create products and enhance lives. In addition, laboratory applications learned in this course form the pivotal component distinguishing science theory from application in bioscience, like that of engineering and mathematics. Bioscience and the application of laboratory technique to the manipulation of living systems is a cornerstone of pharmaceutical, medical device, forensic science, environmental science, agriculture, alternative fuel, and green chemistry. **Course meets fourth science requirement.**



HEALTHCARE SCIENCE

Top Career Choices

Registered Nurses

Associates and Bachelors Degree
Salary \$66,220 annual average
Faster than average growth

Licensed Practical Nurses

Post-secondary certificate,
Associates Degree
Salary \$41,920 annual average
Much faster than average growth

Healthcare Social Worker

Master's Degree
Salary: \$50,820 annual average
Much faster than average growth

Nurse Practitioner

Master's Degree
Salary \$92,670 annual average
Much faster than average growth

Medical Assistant

Post-secondary certificate,
Associates Degree
Salary: \$29,610
Much faster than average

Recommended Courses

Biology
Foreign Language
Human Anatomy and Physiology
Computers
Work-Based Learning

Additional Career Choices

Anesthesiologist
Audiologist
Cardiovascular Technician
Chiropractor
Dental Hygienist
Dentist
Dietitian
Family and General Practitioner
Forensic Scientist
Genetic Counselor
Licensed Nurse
Medical Records Technician
Midwife
Optometrist
Oral Surgeon
Phlebotomist
Physical Therapist
Pediatrician
Psychiatrist
Radiation Therapist
Respiratory Therapist
Veterinarian

Career Technical Student Organization

HOSA



MARKETING, SALES & SERVICE

Marketing is the process of anticipating, managing, and satisfying consumers' demand for products, services, and ideas. The Marketing Career Cluster generates the strategy that underlies advertising and promotional techniques, business communication, and business development. Marketing professionals are responsible for developing, implementing and managing a company's marketing efforts, both through traditional and digital formats, in order to stimulate customer interest and generate sales.

Marketing and Management involves all areas of starting and operating a business and is defined by nine functional areas: financing, risk management, selling promotion, pricing, purchasing, marketing information management, product/service planning, and distribution.

Marketing & Management – (JCCHS only)

- 1) **Marketing Principles**
- 2) **Marketing and Entrepreneurship**
- 3) **Marketing Management**

Marketing Principles (JCCHS only)

1 unit

State number: 08.47400

Prerequisites: None

Description: Marketing Principles is the foundational course for all pathways in Marketing Education. Marketing Principles addresses all the ways in which marketing satisfies consumer and business needs and wants for products and services. Students develop an understanding of the functions of marketing and how these functional areas affect all businesses. They learn basic marketing concepts and the role of marketing in our economy. Students also develop skills in applying economic concepts to marketing, distribution and logistics, marketing information management, finance in marketing, product/service planning, pricing mixes, promotional strategies, and personal selling.

Marketing and Entrepreneurship (JCCHS only)

1 unit

State number: 08.44100

Prerequisites: Marketing Principles

Description: 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 Management (JCCHS only)

1 unit

State number: 08.47500

Prerequisites: Marketing and Entrepreneurship

Description: 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 SALES & SERVICES

Top Career Choices

Search Marketing Strategist

Bachelor's degree

Annual Salary: \$82,340

Slower than average

Online Merchants

High School to Bachelor's Degree

Annual Salary: \$66,090

Slower than average

Sales Managers

Bachelor's Degree

Annual Salary \$108,540

Average

Recommended Courses

Business & Marketing Courses

Economics

Foreign Languages

Math

Work-based Learning

Additional Career Choices

Accountant

Computer Scientist

Web Designer

IT Administrator

Administrative Specialist

Buyer

Customer Service Representative

Entrepreneur

Financial Analyst

Human Resource Administrator

International Trade Manager

Marketing Director

Real Estate Broker

Sales Associate

Career Technical Student Organization

DECA

CAREER TECHNICAL STUDENT ORGANIZATIONS

DECA

Founded in 1946, DECA has impacted the lives of more than ten million students, educators, administrators and business professionals. DECA's programs and activities have constantly evolved by using the latest technology and apply cutting edge educational research. DECA prepares emerging leaders and entrepreneurs for careers in marketing, finance, hospitality and management in high schools and colleges around the globe. It enhances the preparation for college and careers by providing co-curricular programs that integrate into classroom instruction, applying learning in the context of business, connecting to business and the community and promoting competition. The student members leverage their DECA experience to become academically prepared, community oriented, professionally responsible, experienced leaders. DECA values competence, innovation, integrity and teamwork.



FBLA - Future Business Leaders of America

Georgia FBLA is a nonprofit student organization committed to preparing today's students for success in business leadership. With over 50 years of experience, Georgia FBLA is the premiere organization for student leaders. Georgia FBLA is an affiliate of Future Business Leaders of America – Phi Beta Lambda, Inc., the largest student business organization in the world with more than 250,000 members. Georgia is also the largest FBLA chapter in the nation with over 20,000 members. FBLA is an important partner in the success of school-to-work programs, business education curricula, and student leadership development. FBLA is recognized by the U. S. Department of Education and Labor as an integral part of a co-curricular approach to business and leadership education. The FBLA mission is to bring business and education together in a positive working relationship through innovative leadership and career development programs. We bring our mission to life through the application of our motto: Service, Education, and Progress.



FCCLA - Family, Career, and Community Leaders of America

FCCLA is a national student organization that helps young men and women become leaders and address important personal, family, work, and social issues through family and consumer sciences education. Through cooperative and competitive programs, FCCLA members develop skills for life including character development, creative and critical thinking, interpersonal communication, practical knowledge, and career preparation. Participation in national programs and co-curricular chapter activities enables FCCLA members to learn cooperation, take responsibility, develop leadership, and give service.



FFA - National FFA Organization

FFA represents the relevancy to the core areas offering students opportunities that change lives and prepares students for premier leadership, personal growth, and career success. Founded in 1928, the FFA organization represents a large diversity of over 300 careers in the food, fiber, and natural resources industry. FFA is an integral part of a school system. FFA uses agricultural education to create real-world success. Agriculture teachers become advisors to local FFA chapters, which students join. More than 7,000 FFA chapters are currently in existence; their programs are managed on a local, state and national level. Each chapter's Program of Activities is designed with the needs of the students in mind. Activities vary greatly from school to school, but are based in a well-integrated curriculum. Chapter activities and FFA programs concentrate on three areas of our mission: premier leadership, personal growth, and career success. The FFA motto gives members twelve short words to live by as they experience the opportunities in the organization. Learning to Do, Doing to Learn, Earning to Live, Living to Serve.



HOSA - Future Health Professionals

Future Health Professionals is a national student organization that provides a unique program of leadership development, motivation, and recognition exclusively for secondary, post-secondary, collegiate, and adult students enrolled in health occupations education courses or instructional programs. HOSA is an integral part of approved health occupation programs. Health Science Technology Education (HSTE) students who become active members in a local HOSA chapter are eligible for membership in state and national HOSA. The mission of HOSA is to enhance the delivery of compassionate, quality health care by providing opportunities for knowledge, skill, and leadership development of all health occupations education students, therefore helping the students to meet the needs of the health care industry. For more information, go to www.hosa.org or www.georgiahosa.org.



SKILLSUSA

SkillsUSA is a partnership of students, teachers, and industry representatives working together to ensure that America has a skilled work force. It helps each student excel. SkillsUSA serves teachers and high school students who are preparing for careers in trade, technical, and skilled service occupation, including health occupations. More than 300,000 students and instructors join SkillsUSA annually, organized into more than 17,000 sections and 54 state and territorial associations. SkillsUSA has served more than 9.9 million members since its founding. SkillsUSA is an applied method of instruction for preparing America's high performance workers enrolled in public career and technical programs. It provides quality educational experiences for students in leadership, teamwork, citizenship, and character development. It builds and reinforces self confidence, work attitudes, and communications skill. It emphasizes total quality at work: high ethical standard, superior work skill, life-long education, and pride in the dignity of work. SkillsUSA also promotes understanding of the free-enterprise system and involvement in community service.





WORK-BASED LEARNING

Work-Based Learning (WBL) represents the pinnacle of the Career-Related Education experience. To qualify for a WBL placement, a student must be in grades 11 or 12 and be at least 16 years old. Students must also have a defined Career Pathway in order to participate in the Work-Based component of Career-Related Education. This is especially important for successful application of a student's pathway because each job placement is directly related to the curriculum of the Career Technical and Agricultural Education classes completed or in which the student is currently enrolled. Work-Based Learning is not simply work release, but is an extension of the high school classroom learning in a non-traditional laboratory setting. It is an opportunity to truly apply, in real world settings, what the student has learned through a related program of study. There are several opportunities for students to participate in Work-Based Learning. These opportunities include Internship, Cooperative Education, Youth Apprenticeship, and Clinical Experiences.

REQUIREMENTS FOR WBL

- **Prior to acceptance into Work Based Learning, the student must complete an application process, obtain parental permission, and have the job placement arranged or approved by the Work Based Learning Coordinator.**
- **Students with courses in any CTAE pathway may participate in the WBL program**
- **Students must be in grades 11 or 12**
- **Students must be at least 16 years of age**
- **Students must have good attendance, discipline, and teacher recommendations**
- **Students must have a 2.0 GPA or higher**
- **Students must have a good academic record and be on track for graduation**

INTERNSHIP

- **Can be paid or unpaid work experience**
- **Directly related to a student's career pathway**
- **Can occur in the school or the work place**
- **Must have earned one credit in a CTAE pathway or closely related academic course**

COOPERATIVE EDUCATION (CO-OP)

- **Paid work experience**
- **Directly related to student's career pathway**
- **Concurrently enrolled in a CTAE course that is directly related to job placement**

YOUTH APPRENTICESHIP (YAP)

- **Paid work in a highly technical, highly skilled position**
- **Work in chosen career area**
- **Student must have post-secondary education plans in chosen career area (earning a degree, licensing, or certification depending on career requirement)**
- **For completion of YAP program students must have 720 hours in high school and post-secondary institutions**

ENGLISH

(4 units required for graduation)



Advanced Academic Pathway in English Language Arts (ELA) Criteria

- Student graduated, thereby completing 4 required credits in ELA, **AND**
- Student's course history in ELA includes at least one AP course code (23.053 or 23.065) OR one post-secondary enrollment code in 23 that fulfills a core graduation requirement in ELA, **AND**
- Student earned credits in two sequential courses in one world language

9th Grade Literature / Composition (English I) ~

Required for graduation

1 unit

State number: 23.06100

Prerequisites: None

A state mandated End-Of-Course Assessment (EOC) is required.

Description: Ninth Grade Literature / Composition focuses on the study of literature and composition. In this course, students will develop their critical thinking skills by reading and analyzing a range of literature, by conducting and evaluating research, and by participating in a comprehensive approach to the writing process.

9th Grade Literature / Composition Honors (English I Honors)

1 unit

State number: 23.0610030

Prerequisites: Placement / Teacher Recommendation

A state mandated End-Of-Course Assessment (EOC) is required.

Description: English I Honors is an accelerated course that focuses on the study of literature and composition. In this course, students will be required to participate in complex tasks that will enhance their critical thinking skills by reading and analyzing a range of literature, by conducting and evaluating research, and by participating in a comprehensive approach to the writing process.

This course fulfills the graduation requirement for Ninth Grade Literature / Composition.

10th Grade Literature / Composition (English II) ~

Required for graduation

1 unit

State number: 23.06200

Prerequisites: Ninth Grade Literature / Composition

Description: Tenth Grade Literature / Composition focuses on the study of literature and composition. In this course, students further develop their critical thinking skills by reading and analyzing a range of literature, by conducting and evaluating research, and by participating in a comprehensive approach to the writing process.

10th Grade Literature / Composition Honors (English II Honors)

1 unit

State number: 23.0520030

Prerequisites: English I or English I Honors

Description: British Literature / Composition Honors is an accelerated course focusing on the study of British literature and composition. In this course, students will be required to participate in complex tasks that enhance critical skills by reading and analyzing a range of British literature, by conducting and evaluating research, and by participating in a comprehensive approach to the writing process. *This course fulfills the graduation requirement for Tenth Grade Literature / Composition.*

American Literature / Composition (English III) ~

Required for graduation

1 unit

State number: 23.05100

Prerequisites: Tenth Grade Literature / Composition

A state mandated End-Of-Course Assessment (EOC) is required.

Description: American Literature / Composition focuses on the study of American literature and composition. In this course, students will develop their critical thinking skills by reading and analyzing a range of American literature, by conducting and evaluating research, and by participating in a comprehensive approach to the writing process.

AP English Language / Composition

1 unit

State number: 23.05300

Prerequisites: British Literature / Composition Honors **AND/OR** Teacher Recommendation

A state mandated End-Of-Course Assessment (EOC) is required.

Description: English Language / Composition AP is a college level course that blends American literature with a variety of nonfiction texts. Students will develop writing skill in argumentation, analysis, and synthesis. Students will take the Advanced Placement Exam at the end of this course. *This course fulfills the graduation requirement for American Literature / Composition.*

Advanced Composition ~ Required for graduation

1 unit

State number: 23.03400

Prerequisites: American Literature / Composition

Description: Advanced Composition uses contemporary texts to focus on skills that prepare students for writing, listening, reading, and speaking in college, technical school, and/or the work place. Students will develop skills that lead to both effective writing and critical reading.

AP English Literature / Composition

1 unit

State number: 23.06500

Prerequisites: English Language / Composition AP

Description: English Literature / Composition AP is a college level reading and writing intensive course that engages students in analysis of complex literary works. Students will develop proficiency in writing literary analysis and interpretation while honing style in preparation for the national AP Exam in May. Students are expected to take the Advanced Placement Exam at the end of this course. *This course fulfills the graduation requirement for Advanced Composition.*

UNG DUAL ENROLLMENT

Dual enrollment courses fulfill the graduation requirement for Advanced Composition.

ENGL 1101 / Dual Enroll Composition 1 unit

State number: 23.0340471

Prerequisites: Meet UNG enrollment requirements

English 101 / Composition is a writing course focusing on essays in the various patterns of exposition and including some grammar and usage review. One major goal of the course is to prepare the student to successfully complete state-mandated exams at the third year level. Students must complete English 101 with a grade of "C" or better to enroll in any higher-numbered English course.

ENGL 1102 / Dual Enroll Composition and Literature

1 unit

State number: 23.0340472

Prerequisites: Meet UNG enrollment requirements

English 102 / Composition and Literature is an introduction to the analysis, interpretation, and vocabulary of fiction, poetry, and drama that continues students' study of writing through expository essays, responses to essay test questions, and research papers. A major goal is to prepare the student to successfully complete research papers required in various disciplines throughout the remainder of the student's college career.

MATHEMATICS

(4 units required for graduation)



Advanced Academic Pathway in Mathematics Criteria

- Student graduated, thereby completing 4 required credits in mathematics, **AND**
- Student's course history in mathematics includes at least one AP course code (27.073 or 27.074) **OR** one post-secondary enrollment code in 27 that fulfills a core graduation requirement in mathematics, **AND**
- Student earned credits in two sequential courses in one world language

Foundations of Algebra 1 unit

State number: 27.04810

Prerequisites: 8th Grade Mathematics

Description: Foundations of Algebra is a course designed to provide students a bridge between 8th grade math and Coordinate Algebra. It is a core math unit, but not Board of Regents approved.

GSE Algebra I 1 unit

Required for graduation

State number: 27.09900

Prerequisites: Successful completion of 8th Grade Mathematics

A state mandated End-Of-Course Assessment (EOC) is required.

Description: The fundamental purpose of Algebra I is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, organized into units, deepen and extend understanding of functions by comparing and contrasting linear, quadratic, and exponential phenomena. The pacing of the course will allow students to gain a foundation in linear, quadratic, and exponential functions before they are brought together to be compared/contrasted later in the course. As key characteristics of functions are introduced and later revisited, students will gain a deeper understanding of such concepts as domain and range, intercepts, increasing/decreasing, relative maximum/minimum, symmetry, end behavior, and the effect of function parameters. 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.

GSE Algebra I Support 1 unit

State number: 27.09970

Prerequisites: Successful completion of 8th Grade

Mathematics and teacher recommendation

Description: The purpose of this support class is to address the needs of students who have traditionally struggled in mathematics by providing the additional time and attention they need in order to successfully complete their regular grade level mathematics course without failing. Algebra I Support is an elective class that should be taught concurrently with a student's regular mathematics class. Elective credit only.

GSE Geometry 1 unit

Required for Graduation

State number: 27.09910

Prerequisite: GSE Algebra I

A state mandated End-Of-Course Assessment (EOC) is required.

Description: An understanding of the attributes and relationships of geometric objects can be applied in diverse contexts - interpreting a schematic drawing, estimating the amount of wood needed to frame a sloping roof, rendering computer graphics, or designing a sewing pattern for the most efficient use of material. During high school, students begin to formalize their geometry experiences from elementary and middle school, using more precise definitions and developing careful proofs. Some studies include, but are not limited to points, segments, triangles, polygons, circles, solid figures, and their associated relationships as a mathematical system. Emphasis is placed on the description and use of inductive, deductive, and intuitive reasoning skills. Powers of abstract reasoning, spatial visualization and logical

reasoning patterns are improved through this course. Points, segments, triangles, polygons, circles, and solid figures are the structures studied. The focus is on comparisons between these figures concerning surface areas, volumes, congruency, similarity, transformations, and coordinate Geometry. Algebra I skills are used throughout the course.

GSE Geometry Support

1 unit

State number: 27.09980

Description: The purpose of this support class is to address the needs of students who have traditionally struggled in mathematics by providing the additional time and attention they need in order to successfully complete their regular grade level mathematics course without failing. Geometry Support is an elective class that should be taught concurrently with a student's regular mathematics class. Elective credit only.

GSE Accelerated Geometry B/Algebra II

1 unit

State number: 27.09950

Prerequisite: GSE Accelerated Algebra I/ Geometry A

A state mandated End-Of-Course Assessment (EOC) is required.

Description: The focus of GSE Accelerated Geometry B/ Algebra II is organized into 9 critical areas. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. Circles return with their quadratic algebraic representations on the coordinate plane. The link between probability and data is explored through conditional probability. Students expand their repertoire of functions to include polynomial, exponential, logarithmic, rational, and radical functions. They expand their study of right triangle trigonometry to model periodic phenomena. And, finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. *This course fulfills the graduation requirement for GSE Geometry.*

GSE Honors Geometry

1 unit

State number: 27.0991030

Prerequisite: GSE Honors Algebra I

A state mandated End-Of-Course Assessment (EOC) is required.

Description: An understanding of the attributes and relationships of geometric objects can be applied in diverse contexts - interpreting a schematic drawing, estimating the amount of wood needed to frame a sloping roof, rendering computer graphics, or designing a sewing pattern for the most efficient use of material. During high school, students begin to formalize their geometry experiences from elementary and middle school, using more precise definitions and developing careful proofs. Some studies include, but are not limited to points, segments, triangles, polygons, circles, solid figures, and their associated relationships as a mathematical system. Emphasis is placed on the description and use of inductive, deductive, and intuitive reasoning skills. Powers of abstract reasoning, spatial visualization and logical reasoning patterns are improved through this course. Points, segments, triangles, polygons, circles, and solid figures are the structures studied. The focus is on comparisons between these figures concerning surface areas, volumes, congruency, similarity, transformations, and coordinate Geometry. Algebra I skills are used throughout the course. *In a high school mathematics Honors course, the standards are similar but the rigor of activity provides the students the opportunity to learn the standards on a much deeper level.*

This course fulfills the graduation requirement for GSE Geometry.

GSE Algebra II

1 unit

Required for Graduation

State number: 27.09920

Prerequisite: GSE Geometry

Description: It is in Advanced Algebra that students pull together and apply the accumulation of learning that they have from their previous courses, with content grouped into seven critical areas, organized into units. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, exponential, logarithmic, rational, and radical functions. And, finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems.

GSE Algebra II Support

1 unit

State number: 27.09990

Description: The purpose of this support class is to address the needs of students who have traditionally struggled in mathematics by providing the additional time and attention they need in order to successfully complete their regular grade level mathematics course without failing. Algebra II Support is an elective class that should be taught concurrently with a student's regular mathematics class. Elective credit only.

Accelerated GSE Pre-Calculus

1 unit

State number: 27.09770

Prerequisite: CCGPS Accelerated Analytic Geometry B / Advanced Algebra

Description: Pre-Calculus focuses on standards to prepare students for a more intense study of mathematics. The critical areas organized in seven units delve deeper into content from previous courses. The study of circles and parabolas is extended to include other conics such as ellipses and hyperbolas. Trigonometric functions are further developed to include inverses, general triangles, and identities. Matrices provide an organizational structure in which to represent and solve complex problems. Students expand the concepts of complex numbers and the coordinate plane to represent and operate upon vectors. Probability rounds out the course using counting methods, including their use in making and evaluating decisions. This course fulfills the graduation requirement for CCGPS Advanced Algebra.

Fourth MATH OPTIONS ~ One Required for graduation

Advanced Mathematical Decision Making

1 unit

State number: 27.08500

Prerequisites: CCGPS Advanced Algebra

Description: This is a course designed to follow the completion of CCGPS Advanced Algebra. 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.

GSE Pre-Calculus**1 unit**

State number: 27.09740

Prerequisites: CCGPS Advanced Algebra

Description: Pre-Calculus focuses on standards to prepare students for a more intense study of mathematics. The critical areas organized in seven units delve deeper into content from previous courses. The study of circles and parabolas is extended to include other conics such as ellipses and hyperbolas. Trigonometric functions are further developed to include inverses, general triangles and identities. Matrices provide an organizational structure in which to represent and solve complex problems. Students expand the concepts of complex numbers and the coordinate plane to represent and operate upon vectors. Probability rounds out the course using counting methods, including their use in making and evaluating decisions. 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.

Statistical Reasoning**1 unit**

State number:

Prerequisites: CCGPS Advanced Algebra

Description: The course provides experiences in statistics beyond the GSE sequence of courses, offering students opportunities to strengthen their understanding of the statistical method of inquiry and statistical simulations. Students will formulate statistical questions to be answered using data, will design and implement a plan to collect the appropriate data, will select appropriate graphical and numerical methods for data analysis, and will interpret their results to make connections with the initial question.

AP Statistics**1 unit**

State number: 27.0740000

Prerequisites: CCGPS Accelerated Pre-Calculus or CCGPS Advanced Algebra with Teacher Recommendation

Description: Statistics AP is for the college-bound junior or senior. The purpose of the course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are expected to take the Advanced Placement Exam in May.

AP Calculus AB**1 unit**

State number: 27.0720000

Prerequisites: CCGPS Accelerated Pre-Calculus

Description: The study of calculus includes an extensive use of practical applications from engineering, physical science, business, economics, and the life sciences. There will be strong emphasis on problem solving where there is more than one well-defined procedure for obtaining the answer. Students are expected to take the Advanced Placement Exam in May.

AP Calculus BC**1 unit**

State number: 27.0730000

Prerequisites: AP Calculus AB or Pre-Calculus with Teacher Recommendation

Description: The study of calculus includes an extensive use of practical applications from engineering, physical science, business, economics, and the life sciences. There will be strong emphasis on problem solving where there is more than one well-defined procedure for obtaining the answer. BC Calculus is an extension of AB Calculus rather than an enhancement. The overlapping topics are covered in similar depth. Students are expected to take the Advanced Placement Exam in May.

UNG Dual Enrollment:

(Offered at UNG Regional Campus Located at EJCHS and serving Jackson County, Jefferson, Banks County, and Commerce)

MATH 1111 Dual Enroll College Algebra**1 unit**

State number: 27.0840470

Prerequisites: Meet UNG enrollment requirements

MATH 1111 College Algebra, Topics include algebraic and absolute value equations and inequalities; piece-wise defined, polynomial, rational, exponential and logarithmic functions with their graphs and applications; and systems of equations. This course is designed to prepare students for MATH 1113.

MATH 1113 Dual Enroll Pre-Calculus**1 unit**

State number: 27.0624470

Prerequisites: Meet UNG enrollment requirements

MATH 1113 Pre-calculus is an intensive course that focuses on applications of the functions, concepts, and methods necessary for success in calculus. Topics include exponential and logarithmic functions, trigonometric and inverse trigonometric functions, trigonometric identities and equations, right and oblique triangles and complex numbers.



SCIENCE

4 units required for graduation from the following:

- Biology
- Physical Science AND/OR Physics
- Chemistry AND/OR Environmental Science AND/OR AP Science Course
- Fourth Science Option



Advanced Academic Pathway in Science Criteria

- Student graduated, thereby completing 4 required credits in science, **AND**
- Student's course history in science includes at least one AP course code (26.014, 26.062, or 40.053) **OR** one post-secondary enrollment code in 26 or 40 that fulfills a core graduation requirement in science, **AND**
- Student earned credits in two sequential courses in one world language

Biology I

1 unit

State number: 26.01200

A state mandated End-Of-Course Assessment (EOC) is required.

Description: Biology focuses on the study of life by examining fundamental concepts of cellular biology, genetics, evolution, classification, and ecology. Scientific process and laboratory skills are emphasized, as well as reading, discussing, and resolving biologically related issues and topics.

Biology I Honors

1 unit

State number: 26.0120030

A state mandated End-Of-Course Assessment (EOC) is required.

Description: Biology Honors is a rigorous and intensive college preparatory course for highly motivated students. This course will cover biological concepts in greater depth and accelerate students for more advanced science courses.

AP Biology

1 unit

State number: 26.01400

Description: Biology AP is equivalent to a college level biology class. This course is built around the biological themes of molecules and cells, heredity and evolution, and organisms and populations. Students are expected to take the Advanced Placement Exam in May. Any student who plans to enter any medical or science related field is strongly encouraged to take this course.

Physical Science

1 unit

State number: 40.0110

A state mandated End-Of-Course Assessment (EOC) is required.

Description: Physical science is a college preparatory course designed to give students the fundamental concepts of physics and chemistry.

Physics

1 unit

State number: 40.08100

Description: This course 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 basic concepts such as interactions of matter and energy, velocity, acceleration, force, energy, momentum, and charge.

Physics Honors

1 unit

State number: 40.0810030

Description: This course is a rigorous and intensive college preparatory course for highly motivated students. It is designed to continue student investigations of the physical sciences and will include concepts such as interactions of matter and energy, velocity, acceleration, force, energy, momentum, and charge.

AP Physics I

1 unit

State number: 40.08310

Description: The AP Physics I course is the equivalent of a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits. Students are expected to take the Advanced Placement Exam in May.

Chemistry I

1 unit

State number: 40.05100

Description: Chemistry is the study of matter and energy. Labs and demonstrations will be used to investigate the interactions between matter and energy.

Chemistry I Honors

1 unit

State number: 40.0510030

Description: Chemistry Honors is a more in-depth and math-heavy chemistry course designed to prepare students to take AP chemistry.

AP Chemistry

1 unit

State number: 40.05300

Description: Chemistry AP is a college level chemistry course equal to one full year of freshman college chemistry. Students are expected to take the Advanced Placement Exam in May. The recommended pre-requisite is Chemistry or Honors Chemistry.

Environmental Science

1 unit

State number: 26.06110

Description: Environmental Science provides students with the opportunity to use concepts they learned in biology and physical science to investigate natural processes in the environment, identify and analyze ecological problems, evaluate the relative risks associated with these problems, and examine solutions for resolving or preventing them.

AP Environmental Science**1 unit**

State number: 26.06200

Description: Environmental Science AP is a college level science. The course provides students concepts, and methodologies required to understand the interrelationships of the natural world and to identify and analyze environmental problems both natural and human-made. Considerable emphasis is placed on field investigations as well as on laboratory study. Students are expected to take the Advanced Placement Exam in May.

Human Anatomy and Physiology**1 unit**

State number: 26.07300

Description: Human Anatomy and Physiology is a lab-oriented college preparatory course designed to familiarize students

with the anatomy and function of the body systems. Basic cell biology and chemistry is integrated throughout the course. Lab dissections of the fetal pig and other common mammal organs are performed.

Human Anatomy and Physiology Honors**1 unit**

State number: 26.0730030

Description: This course will integrate a deeper understanding of chemical concepts as they relate to human physiology as well as requiring students to learn additional information relating to the human body. Lab dissections of the cat or fetal pig and other common mammal organs are performed. While chemistry is not required for this course, it is strongly recommended.

SOCIAL STUDIES

(3 units required for graduation)

**Advanced Academic Pathway in Social Studies Criteria**

- Student graduated, thereby completing 3 required credits in social studies, **AND**
- Student's course history in social studies includes at least one AP course code (45.016, 45.052, 45.062, 45.063, 45.077, 45.0811, or 45.082) **OR** one post-secondary enrollment code in 45 that fulfills a core graduation requirement in social studies, **AND**
- Student earned credits in two sequential courses in one world language

World History ~ Required for graduation**1 unit**

State number: 45.08300

Description: This World History class emphasizes the political, cultural, economic, and social development and growth of civilizations from ancient civilizations to the present. This course will require skills in reading and writing assignments and may include outside reading, essay writing and document based questions.

AP World History**1 unit**

State number: 45.08110

Prerequisite: *Human Geography AP suggested*

Description: This college level course includes the College Board topics for the AP Exam. Students will focus on applying historical thinking skills as they learn world history from 8000 BCE to the present. The course content is equivalent to that found in college level freshman and sophomore courses. Students are expected to take the Advanced Placement Exam in May. *This course fulfills the graduation requirement for World History.*

U. S. History ~ Required for graduation**1 unit**

State number: 45.08100

A state mandated End-Of-Course Assessment (EOC) is required.

Description: This course emphasizes political, economic, cultural, and social issues in U.S. history from the discovery of America to the present. This course will require skills in reading and writing assignments and may include outside reading, essay writing, and document based questions.

AP U. S. History**1 unit**

State number: 45.08200

A state mandated End-Of-Course Assessment (EOC) is required.

Description: This advanced course includes the College Board topics for the Advanced Placement U. S. History Exam. Students will focus on applying historical thinking skills as they learn about U.S. history from approximately 1491 to the present. The course content is equivalent to that found in freshman and sophomore level college courses. Students are expected to take the Advanced Placement Exam in May. *This course fulfills the graduation requirement for U.S. History.*

American Government and Civics ~ .5 units**Required for graduation**

State number: 45.05700

Description: This course focuses on the American system of government, the roles and responsibilities of citizens to participate in the political process, and the relationship of the individual to the law and legal system. The course requires skills in reading and writing assignments and may include outside reading, essay writing, and document based questions.

American Government and Civics Honors - .5 units (EJCHS only)

State number: 45.0570030

Description: This advanced course focuses on the American system of government, the roles and responsibilities of citizens to participate in the political process, and the relationship of the individual to the law and legal system. Basic content is presented at a faster pace and the content is studied more in-depth. The course requires advanced skills in reading and writing assignments and may include outside reading, essay writing, and document based questions. *This course fulfills the graduation requirement for American Government and Civics.*

AP United States Government & Politics – .5 units (JCCHS only)

State number: 45.05200

Description: This college level course includes the College Board topics for the Advanced Placement U. S. Government & Politics examination. The course introduces students to political ideas, institutions, and policies that characterize the political culture of the U.S. The course content is equivalent to that found in college level freshman and sophomore courses. Students are expected to take the Advanced Placement Exam in May.

Economics ~ Required for graduation .5 units

State number: 45.06100

A state mandated End-Of-Course Assessment (EOC) is required.

Description: This course focuses on the American economic system and covers fundamental economic concepts, comparative economic systems, microeconomics, macroeconomics, and international economic interdependence. It stresses the ability to analyze critically and to make decisions concerning public issues.

AP Macroeconomics .5 units

State number: 45.06200

A state mandated End-Of-Course Assessment (EOC) is required.

Description: This advanced course includes College Board topics for the Advanced Placement Macroeconomics exam. The emphasis is on macroeconomics, but the course also includes microeconomic, international, and personal finance components. The course is equivalent to what is offered at a freshman or sophomore level in college. Students are expected to take the Advanced Placement Exam in May. *This course fulfills the graduation requirement for Economics.*

SOCIAL STUDIES ELECTIVES**AP Human Geography 1 unit**

State number: 45.07700

Description: The purpose of the AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. Students are expected to take the Advanced Placement Exam in May.

AP Psychology (Offered at EJCHS Only) 1 unit

State Number: 45.01600

Description: This advanced course includes the College Board topics for Advanced Placement Psychology. The philosophy of the psychology course is to allow the student to gain a better self-understanding and to learn about adjusting to life and gaining more knowledge of how to solve life's problems. This course is taught from a personal adjustment approach with major emphasis placed upon the areas of personality, motivation, emotions, growth and development, mental health and mental illness, and social behavior. Students are expected to take the Advanced Placement Exam in May.

Current Issues – (JCCHS only) .5 units

State number: 45.01200

Description: Analyzes current issues and influences that are related to these issues and examines how decisions are made concerning those issues. Integrates and reinforces social studies skills.

Dual Enrollment:**PSYC 1101- Dual Enroll Introduction to Psychology 1 unit**

State number: 45.0150470

Prerequisites: Meet UNG enrollment requirements

Introduction to Psychology is an overview of the major fields within psychology with an emphasis on developing an understanding of psychology as the science of behavior.

POLS 1101 – Dual Enroll American Government 1 unit

State number: 45.0570470

Prerequisites: Meet UNG enrollment requirements

American Government is an intensive examination of the Constitution and the three governmental divisions. The course includes a study of the national government in its relation to the states. Examples from the government of Georgia are included.

WORLD LANGUAGE

(2 units of the same world language required for admission to Georgia University System colleges/universities)



Advanced Academic Pathway in World Language Criteria

- Student graduated, **AND**
- Student's course history in one world language includes three distinct high school course codes **OR** includes at least two distinct course codes plus a third code reflecting an AP course code, where AP courses are offered (60.047, French; 60.077, Spanish; 60.078, Spanish Lit; 61.017, German; 61.047, Latin; 62.0196, Chinese; or 63.039, Japanese), **OR** one post-secondary enrollment code in the same world language reflecting a third course at the college level

FRENCH

French I

1 unit

State number: 60.01100

Prerequisites: None

Description: Students learn basic French speaking, listening, reading, and writing skills. Vocabulary is about common situations (e.g. at school, in restaurants, etc.) This course emphasizes productive language skills and fundamental grammar concepts. Daily study required.

French II

1 unit

State number: 60.01200

Prerequisites: French I

Description: Students expand their skills to use more complex French in a variety of situations. Greater emphasis is placed on productive language in present and past tense. Daily study and written homework is to be expected in this class that is taught increasingly French.

French III

1 unit

State number: 60.01300

Prerequisites: French II

Description: Students learn to communicate in a wide range of social and professional situations. Authentic sources such as French literature, radio and television are used alongside advanced grammar concepts. Students are encouraged to interact with French-speaking people and to find opportunities to improve their own skills. Outside projects and homework are to be expected in this class taught mainly in French.

French IV

1 unit

State number: 60.01400

Prerequisites: French III

Description: This class emphasizes independent study skills and authentic interactions with French-speaking people and literature. Students use genuine French materials in a class taught almost exclusively in French. When students complete French IV, they are ready to communicate effectively in a wide range of situations and show a comprehensive detailed knowledge of grammar.

SPANISH

Spanish I

1 unit

State number: 60.07100

Prerequisites: None

Description: Students learn basic Spanish speaking, listening, reading, and writing skills. Vocabulary is about common situations (e.g. at school, in restaurants, etc.) This course emphasizes productive language skills and fundamental grammar concepts. Daily study required.

Spanish II

1 unit

State number: 60.07200

Prerequisites: Spanish I

Description: Students expand their skills to use more complex Spanish in a variety of situations. Greater emphasis is placed on productive language in present and past tense. Daily study and written homework is to be expected in this class that is taught increasingly in Spanish.

Spanish III

1 unit

State number: 60.07300

Prerequisites: Spanish II

Description: Students learn to communicate in a wide range of social and professional situations. Authentic sources such as Spanish literature, radio and television are used alongside advanced grammar concepts. Students are encouraged to interact with Spanish-speaking people and to find opportunities to improve their own skills. Outside projects and homework are to be expected in this class taught mainly in Spanish.

Spanish IV

1 unit

State number: 60.07400

Prerequisites: Spanish III

Description: This class emphasizes independent study skills and authentic interactions with Spanish-speaking people and Hispanic literature. Students use genuine Spanish materials in a class taught almost exclusively in Spanish. When students complete Spanish IV, they are ready to communicate effectively in a wide range of situations and show a comprehensive detailed knowledge of grammar.

HEALTH AND PHYSICAL EDUCATION



The Health and Physical Education Program offers instructional classes to students in a variety of areas from lifetime fitness and sports, to lifetime outdoor activities, to defensive driving skills. Instruction is sequential and planned to develop and improve performance skills, to impart knowledge and concepts relevant to the activity, to introduce information concerning the fitness and health benefits of regular exercise, and to help students to develop and maintain physical fitness, as well as develop strategies for enhancing safety in all areas of life. These courses also provide opportunities for multicultural learning and socialization. Elementary through advanced level classes are provided in many activities. All classes are open to males and females for credit. Please consult our on-line pages of Physical Education Class Schedules and Class Descriptions for relevant information.

Fitness for Life/Health ~

Each Required for graduation .5 units each

State number: 36.05100 / 17.01100

Prerequisites: None

Description: This course is designed to fulfill the one Carnegie unit requirement for health and physical education. The purpose of the physical education component "Fitness for Life" is to promote the development and maintenance of personal fitness throughout the life cycle. It focuses on healthy living and lifestyle choices, with particular emphasis on the role of exercise in a healthy lifestyle. Health education is designed to motivate and assist students in maintaining and improving their health, preventing disease, and reducing health-risk behaviors.

Introductory Lifetime Sports 1 unit each

State number: 36.02200, Intro.: 36.03200, Int.: 36.04200

Prerequisites: Fitness for Life/Health

Description: This course is designed to introduce and develop skills in a variety of recreational sports. The activities will be taught, not only to improve physical ability, but also to promote a pleasing and meaningful attitude toward physical education and leisure activities. The emphasis in this course is on traditional sports such as: volleyball, tennis, soccer, badminton, basketball, ultimate frisbee, softball, etc.

Weight Training 1 unit each

State number: 36.05400, Adv.: 36.06400

Prerequisites: Fitness for Life/Health

Description: This course is designed to develop knowledge and understanding of weight training concepts and techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardiovascular endurance activities. Students will gain basic knowledge about the principles of strength training and the strategies for developing a personal fitness program.

Introductory Outdoor Education (EJCHS) 1 unit each

State number: 36.02500, Int.: 36.03500, Adv.: 36.04500

Prerequisites: Fitness for Life/Health

Description: This course is designed to introduce students to a variety of outdoor activities including camping, outdoor cooking, fly fishing, ropes course, rock climbing, orienteering, water and hunting safety. Students will also have the opportunity to develop leadership skills.

Body Sculpting (EJCHS) 1 unit each

State number: 36.05600, Adv.: 36.06600

Prerequisites: Fitness for Life/Health

Description: This course provides methods to redefine body shape through specific exercises. It covers weight training, conditioning exercises, and proper nutrition to improve muscle tone, muscle definition, posture, bodily proportions, overall condition of the body, and increase energy levels. The curriculum is based on the American College of Sports Medicine guidelines for fitness and conditioning programs.

Adapted Physical Education I 1 unit each

State number: 36.071000, II: 36.07200, III: 36.07300, IV: 36.07400

Prerequisites: Fitness for Life/Health

Description: This course is designed for students interested in pursuing a career in physical education, special education, physical therapy, or any other related field of working the special needs population.

**Application and teacher recommendation required.*

Recreational Sports 1 unit each

State number: 36.02700, Int.: 36.03700, Adv.: 36.04700

Prerequisites: Fitness for Life/Health

Description: This course is designed to introduce and develop skills in a variety of recreational sports. The activities will be taught, not only to improve physical ability, but also to promote a pleasing and meaningful attitude toward physical education and leisure activities. The emphasis of this course is on non-traditional activities such as: kickball, disc golf, archery, horseshoes, corn hole, capture the flag, wiffle ball, handball, etc.

FINE ARTS

**Pathway requirements: Three courses successfully completed within the Fine Arts areas.
(Visual Arts, Music/Band, Theater Arts, Dance)**



VISUAL ARTS

Art I 1 unit

State number: 50.021100

Prerequisites: None

Description: The purpose of this course is to enable students to communicate ideas and concepts through two- and three-dimensional design and composition, and develop appreciation for exemplars in varied cultures and historical periods.

Ceramics / Pottery I / II 1 unit each

State number: 50.04110, II: 50.04120

Prerequisites: Art I

Description: The purpose of this course is to enable students to recognize the properties, possibilities, and limitations of clay by creating functional and nonfunctional works of ceramics and pottery using basic building techniques.

Drawing & Painting I / II 1 unit each

State number: 50.03130, II: 50.03140

Prerequisites: Art I

Description: The purpose of this course is to enable students to develop basic perceptual, observation, and compositional skills necessary to communicate a range of subject matter, symbols, ideas, and concepts using knowledge of drawing and painting media, processes, and techniques.

MUSIC

Intermediate Band I / II (Concert Band) 1 unit each

State number: Band I: 53.03710, Band II: 53.03720

Prerequisites: Participation in a middle school band program or previous instrumental experience

Description: Concert Band is the entry-level high school band. Students in Concert Band will receive concentrated/instruction in music theory and basic instrumental techniques which will prepare them for more advanced literature.

Advanced Band I / II (Symphonic Band) 1 unit each

State number: Adv. Band I: 53.03810, Adv. Band II: 53.03820

Prerequisites: Students will be placed in Symphonic Band through a performance audition.

Description: Symphonic Band is the advanced level high school band. Students will continue to receive music theory instruction as well as more advanced instrumental techniques.

Advanced Instrumental I / II (Percussion Ensemble) 1 unit each

State number: Adv. Inst. I: 53.07610, Adv. Inst. II: 53.07620

Prerequisites: Students from marching band, wind ensemble, and symphonic band

Description: The ensemble is made up of all percussionists

and guitarists band program. The students will perform with the marching and symphonic ensembles; as well as provide "percussion and guitar ensemble only" performances. The students enrolled will have the opportunity to explore numerous percussive instruments, as well as various styles and techniques in marching and symphonic performance. Students in this class will also have the option to participate in the indoor drum line. Students are expected to be enrolled all year.

Advanced Instrumental III / IV (Wind Ensemble) 1 unit each

State number: Adv. Inst. III: 53.07630, Adv. Inst. IV: 53.07640

Prerequisites: Students will be placed in Wind Ensemble through a performance audition.

Description: Wind Ensemble is the most advanced, college preparatory instrumental experience offered in Jackson County Schools. This class will perform the most challenging literature and receive concentrated instruction in music theory, composition, and other performance practices that will allow students to participate successfully in a college band program.

Beginning Chorus I / II (Freshman Chorus) 1 unit each

State number: Chorus I: 54.02110, Chorus II: 54.02120

Prerequisites: None

Description: The Freshman Choir is a non-audition group with instruction emphasizing vocal production and performance. No prior singing experience is required for participation in this group. Students will rehearse, study, and perform music of various styles and periods. Music theory, ear training, and sight-singing will be taught in conjunction with choral performance. The choir will present concerts for the school year and will also participate in various district and state events. After-school rehearsal and concert performance attendance are expected.

Advanced Women's Chorus I / II 1 unit each

State number: Adv. W. Chorus I: 54.02610, Adv. W. Chorus II: 54.02620

Description: The advanced women's choir is an audition group with instruction emphasizing vocal production and performance. Students will rehearse, study, and perform music of various styles and periods. Music theory, ear training, and sight-singing will be taught in conjunction with choral performance. The choir will present concerts for the school and the community throughout the school year, and will also participate in various district and state events. A choir tour/trip is also planned for this group (with advanced mixed choir) every other year. Two semesters of freshman choir (or audition) are required for participation in this group. After-school rehearsal and performance attendance are expected.

Advanced Mixed Chorus I / II**1 unit each**

State number: Adv. Mixed Chorus I: 54.02310, Adv. Mixed

Chorus II: 54.02320

Description: The advanced mixed choir is an audition group with instruction emphasizing vocal production and performance. Students will rehearse, study, and perform music of various styles and periods. Music theory, ear training and sight-singing will be taught in conjunction with choral performance. The choir will present concerts for the school and the community throughout the school year, and will also participate in various district and state events. A choir tour/trip is also planned for this group (with advanced women's choir) every other year. Two semesters of freshman choir (or audition) are required for participation in this group. After-school rehearsal and concert performance attendance are expected.

THEATER ARTS / FUNDAMENTALS**Theater Arts / Fundamentals I (Drama I)****1 unit**

State number: 52.02100

Prerequisites: None

Description: Any student can take Drama I. This is an introduction to theatre class and is a prerequisite to all other theatre courses. Drama standards, such as theatre history, lighting, sound, prop design, scene design, and basic construction will be studied. After-school rehearsals will be rare but are a requirement.

Theater Arts / Fundamentals II (Drama II)**1 unit**

State number: 52.02200

Prerequisites: Dramatic Arts / Fundamentals I

Description: This is the next course offered after Drama I. Students learn how to improve their acting talent through scene study techniques. Students will write, produce, and direct their own performances. Students will be expected to stay after school for rehearsals occasionally. The Drama II class will participate in school productions such as the Fall Cabaret and the fall and spring musicals. Drama II students will compete at the GHSA Literary Meet in the one act play and dramatic interpretation competitions. They will also compete at the Thespian Conference and become members of the International Thespian Society.

**Theater Arts / Fundamentals III and IV
(Drama III and IV)****1 unit each**State number: Theater Arts III: 52.02300,
Theater Arts IV: 52.02400

Prerequisites: Dramatic Arts / Fundamentals II and/or III

Description: This class is designed for the student director. This class is audition-only and students should have already taken Drama I and Drama II to be considered. Students in Drama III will produce their own plays complete with lighting, sound, and properties schemes. Students will also be expected to visit a college theatre program and to perform/direct a senior show. Many students will participate in school productions and assist the teacher in Drama I classes when schedules allow.

Theatre Arts I / II (Musical Theater)**1 unit each**

State number: Theatre I: 52.03100, Theatre II: 52.03200

Prerequisites: At least one year of Chorus and one semester of Drama

Description: Musical Theatre combines the arts of choral

and drama work into theatrical productions on the stage. Students will learn the fundamentals of singing, basic acting technique, and functional choreography that lead to artistic and meaningful student performances. Students will perform in individual scenes, group musical numbers, and in one musical production per year as part of the musical theatre class. Students will also gain experience in the various technical aspects of theatre-lighting, sound, set construction, properties management and stagehand work. This class is team-taught by both the chorus and drama teachers. Pre-requisites for the musical theatre class are a basic understanding of acting and vocal techniques, and students may sign up for the class based on arranged audition or teacher recommendation. After-school rehearsal and performance attendance are expected.

DANCE – (EJCHS only)**Modern Dance I****1 unit**

State number: 51.04100

Description: Modern Dance I is a class designed for students interested in expressing their creativity through dance. Whereas choreography and dance are essential components of any healthy fine arts department, both schools are offering this introductory class in the hopes that it will support our students in their performances and encourage any student who might be new to the stage. This class is open to all students, and no previous dance training is required. Students will learn basic ballet terminology, positions (both arm and feet), barre and floor work, and will eventually learn to create and defend their own choreographic work. Students will also incorporate dance techniques they have learned into other areas of which they are involved. Through the use of field trips and master classes, students will observe and critique dance performances applying principles of dance criticism, terminology, and historical cultural perspectives. The Dance I class will also be featured in the Fall Cabaret, the Talent Show, and the spring musical.

Students will be required to dress appropriately for dance class. For females, this includes black leggings, a tank top, and jazz shoes as well as tan and black tights. Discounts are available when purchasing these items. For males, a white t-shirt and gym shorts or sweat pants is acceptable.

Modern Dance II**1 unit**

State number: 51.04200

Description: Modern Dance II is an advanced level class and requires the approval of the dance instructor. This class will be taught with the understanding that the dancer has had some years of training and is serious about working at a higher level. Students will also incorporate dance techniques they have learned into other areas of which they are involved and will eventually learn to create and defend their own choreographic work. Through the use of field trips and master classes, students will observe and critique dance performances applying principles of dance criticism, terminology, and historical cultural perspectives. Dance II students will perform in the Fall Cabaret, Winter and Spring Dance Recital, and the Spring Musical.

**Each student in the Dance II class will be REQUIRED to have the following, which will serve as the student's uniform in class:
Females: black tights and black leotard or black leggings and**

black tank top, black compression shorts, and jazz shoes or ballet shoes.

Males: white t-shirt and gym shorts or sweat pants.

Modern Dance III

1 unit

State number: 51.04300

Description: Modern Dance III and IV are extensions of Dance II. At the end of Dance II, the instructor will determine if the student is ready for Dance III or Dance IV. The Dance III and Dance IV student will regularly choreograph his/her own work, will lead the class in new combinations and will demonstrate strength, flexibility and creativity daily. This advanced dance student will be required to perform a solo or duet for his final exam and must incorporate two leaps and two turns in the final. **The uniform is the same as Dance II. The Dance III and IV student will also perform at several events during the year.**

Modern Dance IV

1 unit

State number: 51.04400

Description: Modern Dance III and IV are extensions of Dance

II. At the end of Dance II, the instructor will determine if the student is ready for Dance III or Dance IV. The Dance III and Dance IV student will regularly choreograph his/her own work, will lead the class in new combinations and will demonstrate strength, flexibility and creativity daily. This advanced dance student will be required to perform a solo or duet for his final exam and must incorporate two leaps and two turns in the final. **The uniform is the same as Dance II. The Dance III and IV student will also perform at several events during the year.**

Dance I (Tap)

1 unit

State number: 51.05300

Description: This fun and unique class is an introduction to the principles of tap dance technique. Students learn the fundamental steps of tap dance, correct tap terminology and develop the ability to maintain correct body placement. This tap class will include basic one and two sound movements and simple rhythmic combinations. The class curriculum will progress as the ability of the students' progress and can be flexible. Students will perform a recital piece both in the winter and spring.



NCAA ELIGIBILITY CENTER QUICK REFERENCE GUIDE



Eligibility Center

NCAA Division I Initial-Eligibility Requirements

Core Courses: (16)

- **Initial full-time collegiate enrollment before August 1, 2016:**
 - **Sixteen (16) core courses** are required (see chart below for subject-area requirements).
- **Initial full-time collegiate enrollment on or after August 1, 2016:**
 - **Sixteen (16) core courses** are required (see chart below for subject-area requirements).
 - Ten (10) core courses completed before the seventh semester; seven (7) of the 10 must be in English, math or natural/physical science.
 - These courses/grades are "locked in" at start of the seventh semester (cannot be repeated for grade-point average [GPA] improvement to meet initial-eligibility requirements for competition).
 - *Students who do not meet core-course progression requirements may still be eligible to receive athletics aid and practice in the initial year of enrollment by meeting academic redshirt requirements (see below).*

Test Scores: (ACT/SAT)

- Students must present a corresponding test score and core-course GPA on the sliding scale (see Page No. 2).
 - **SAT:** critical reading and math sections.
 - Best subscore from each section is used to determine the SAT combined score for initial eligibility.
 - **ACT:** English, math, reading and science sections.
 - Best subscore from each section is used to determine the ACT sum score for initial eligibility.
- All ACT and SAT attempts before initial full-time collegiate enrollment may be used for initial eligibility.
- **Enter 9999 during ACT or SAT registration to ensure the testing agency reports your score directly to the NCAA Eligibility Center. Test scores on transcripts will not be used.**

Core Grade-Point Average:

- Only core courses that appear on the high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org) will be used to calculate your core-course GPA. Use this list as a guide.
- **Initial full-time collegiate enrollment before August 1, 2016:**
 - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale A (see Page No. 2).
 - Core-course GPA is calculated using the **best 16 core courses** that meet subject-area requirements.
- **Initial full-time collegiate enrollment on or after August 1, 2016:**
 - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2).
 - Core-course GPA is calculated using the **best 16 core courses** that meet both progression (10 before seventh semester; seven in English, math or science; "locked in") and subject-area requirements.

DIVISION I Core-Course Requirement (16)

- 4 years of English
- 3 years of math (Algebra I or higher)
- 2 years of natural/physical science (1 year of lab if offered)
- 1 year of additional English, math or natural/physical science
- 2 years of social science
- 4 years of additional courses (any area above, foreign language or comparative religion/philosophy)

DIVISION I – 2016 Qualifier Requirements

**Athletics aid, practice, and competition*

- 16 core courses
 - Ten (10) core courses completed before the start of seventh semester. Seven (7) of the 10 must be in English, math or natural/physical science.
 - "Locked in" for core-course GPA calculation.
- Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2).
- Graduate from high school.

DIVISION I – 2016 Academic Redshirt Requirements

**Athletics aid and practice (no competition)*

- 16 core courses
 - No grades/credits "locked in" (repeated courses after the seventh semester begins may be used for initial eligibility).
- Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale B (see Page No. 2).
- Graduate from high school.

NCAA ELIGIBILITY CENTER QUICK REFERENCE GUIDE



Division II Initial-Eligibility Requirements

Core Courses

- **Division II currently requires 16 core courses.** See the chart below.
- **Beginning August 1, 2018**, to become a full or partial qualifier for Division II, all college-bound student-athletes must complete the 16 core-course requirement.

Test Scores

- **Division II** currently requires a minimum SAT score of 820 or an ACT sum score of 68. **Beginning August 1, 2018**, Division II will use a sliding scale to match test scores and core-course grade-point averages (GPA). The sliding scale for those requirements is shown on Page No. 2 of this sheet.
- The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a **sum** of the following four sections: English, mathematics, reading and science.
- **When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.**

Grade-Point Average

- Be sure to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org). Only courses that appear on your school's approved List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- The current **Division II** core GPA requirement is a minimum of 2.000. **Division II** core GPA required to be eligible for competition on or after August 1, 2018, is 2.200 (corresponding test-score requirements are listed on the Sliding Scale on Page No. 2 of this sheet).
- The minimum **Division II** core GPA required to receive athletics aid and practice as a partial qualifier on or after August 1, 2018, is 2.000 (corresponding test-score requirements are listed on the Sliding Scale on Page No. 2 of this sheet).
- Remember, the NCAA core GPA is calculated using NCAA core courses only.

DIVISION II 16 Core Courses

- 3 years of English.
- 2 years of mathematics (Algebra I or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 3 years of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).

HOPE Scholarship Rigor Requirements



New academic requirements are included in the HOPE legislation. These changes will impact students graduating from high school on or after May 1, 2015. In order to qualify for the HOPE Scholarship, students must meet the following academic requirements.

| HIGH SCHOOL GRADUATING CLASS | STUDENTS MUST RECEIVE CREDIT IN THE FOLLOWING TYPES OF COURSES | MINIMUM NUMBER OF COURSES REQUIRED PRIOR TO GRADUATION |
|------------------------------|--|--|
| 2017 | <ol style="list-style-type: none"> 1) Advanced math, such as Advanced Algebra and Trigonometry, Math III, or an equivalent or higher course taken at an eligible high school or taken for degree level credit at an eligible postsecondary institution; 2) Advanced science, such as Chemistry, Physics, Biology II, or an equivalent or higher course taken at an eligible high school or taken for degree level credit at an eligible postsecondary institution; 3) Advanced placement courses in core subjects; 4) International baccalaureate courses in core subjects; 5) Courses taken at a unit of the University System of Georgia in core subjects where such courses are not remedial and developmental courses; or 6) Advanced foreign language courses taken at an eligible high school or taken for degree level credit at an eligible postsecondary institution. | 4 |

(08/11)

SCHOOL INFORMATION

The East Jackson Comprehensive High School
1435 Hoods Mill Road
Commerce, GA 30529
706-336-8900
www.jackson.k12.ga.us/ejchs

or

The Jackson County Comprehensive High School
1668 Winder Highway
Jefferson, GA 30549
706-367-5003
www.jackson.k12.ga.us/jcchs

where you will find:

- news about school activities
- links to school departments
- the high school handbook with policies and club offerings

The Jackson County School District
1660 Winder Highway
Jefferson, GA 30549
706-367-5151
www.jackson.k12.ga.us
where you will find:

- information about the activities of the Jackson County Board of Education and the school district's central office
- links to information regarding each school in the district
- links to Internet resources for students, parents, teachers, and administrators
- school calendars for holidays, standardized tests, and report card issuance
- lunch menus for elementary, middle, and high schools



Student Success Through Leadership, Character, and Performance

MISSION STATEMENT

The mission of the Jackson County School System is to provide and support challenging and rigorous educational opportunities to ensure academic excellence for all students in a safe and caring learning environment.

