



# **SUMTER HIGH SCHOOL**

**COURSE GUIDE**

**2022-2023**

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*Americus Sumter County High School does not discriminate on the basis of sex, race, religion, age, handicap or national origin in educational programs or activities.*



## **WELCOME TO SUMTER COUNTY HIGH SCHOOL**

The information in this booklet has been put together to assist you in planning your program of study for your 9<sup>th</sup>-12<sup>th</sup> grade years of high school. Please read this material thoroughly and be prepared to register for your classes.

In this book you will find almost everything you need to know about Sumter County High School and the registration process. You will find descriptions of all the courses taught at ASHS and the different programs of study including courses required for graduation by the state and your local board of education. Keep in mind that the course offerings are subject to change.

If you have any questions that are not answered in this booklet, please contact your school counselor or advisor. We are here to help you in your quest for a successful high school career.



## **SPECIAL INFORMATION**

SCHS operates on 4x4 block semester system. Each semester covers an 18-week period. Students will receive credit at the end of the semester for grades of 70 and above. Credit is awarded only at the end of each school semester if the attendance requirement has been met. Numerical grades are recorded.

To keep parents and students informed, a progress report is given to the student at the 4½ weeks mark. A report card is issued to the student and parents at the end of each nine (9) weeks. A final report card is issued to the student and parents at the end of the school semester.

## **BLOCK SCHEDULING**

Courses will be taken in a block format. Each class is scheduled for approximately 90 minutes. The academic core courses are English, mathematics, science, and social studies. Every effort will be made to schedule only two core academic classes each semester.

- Each semester is 18 weeks long. The school year is made up of two (2) semesters.
- Students will earn one (1) Carnegie unit per class upon successful completion of the course and the attendance requirement has been satisfied.
- Students may earn a total of eight (8) Carnegie units per year.
- Drop/Add requests will be reviewed by the guidance counselor and must have parent approval.

## **STUDENT GRADES**

A - 100-90	F - Below 70
B - 89-80	I - Incomplete
C - 79-70	LOA - Credit Denied Due to Excessive Absences

## **PROMOTION REQUIREMENTS**

The following promotion policy is in effect at Sumter County High School.

GRADE 10	6 UNITS REQUIRED
GRADE 11	12 UNITS REQUIRED
GRADE 12	18 UNITS REQUIRED
GRADUATION	25 UNITS REQUIRED

## **GRADUATION REQUIREMENTS**

The school year of 36 weeks is divided into two semesters of 90 days each. Each semester is independent of the other in grading. Requirements for graduation include:

- A total of 25 units for a high school diploma for students with a 9<sup>th</sup> grade entry date of 2013 and subsequent years.
- Meet attendance requirements.
- Take all required Georgia Milestones tests.
- Meet IEP requirements for Special Education, if applicable

## **HOPE AND ZELL MILLER SCHOLARSHIP**

Georgia's HOPE Scholarship is available to Georgia residents who have demonstrated academic achievement. The scholarship provides money to assist students with their educational costs of attending a HOPE eligible postsecondary institution located in Georgia.

To receive HOPE scholarship funding, students must:

1. Graduate from a HOPE eligible high school with a 3.0 GPA (3.7 GPA for Zell Miller) as calculated by the Georgia Student Finance Commission (GSFC) in core curriculum courses (English, Math, Science, Social Studies, Foreign Language).
2. Zell Miller requires students to also have a 1200 SAT combined score (Critical Reading and Math) or 26 ACT composite score.
3. Meet additional rigor requirements by successfully completing courses in advanced math, advanced science, advanced foreign language, AP courses in core academic subjects, and dual enrollment courses in core academic subjects taken at an eligible postsecondary institution. A complete list of eligible courses can be found at [GaFutures.org](http://GaFutures.org).

**SEAL REQUIREMENTS FOR STUDENTS ENTERING 9<sup>TH</sup> GRADE 2013 AND  
SUBSEQUENT YEARS**

<b>AREAS OF STUDY</b>	<b>UNITS REQUIRED</b>
English/Language Arts	4 units
Mathematics	4 units
Science	4 units
Social Studies	4 units
Health & Physical Edu.	1 unit
Introduction to Business & Technology	1 unit
Career Pathway	3 units
Electives	4 units
<b>TOTAL UNITS</b>	25 units

**\*Students planning to enter or transfer into a University System of Georgia institution must take two units of the same foreign language.**

# COURSE OFFERINGS AT SCHS

*COURSE OFFERINGS SUBJECT TO CHANGE*

## ENGLISH AND FOREIGN LANGUAGES DEPARTMENT

English 9	
English 9 Honors	
English 10	Spanish I
English 10 Honors	Spanish II
English 11 (American Lit/Comp)	French I
AP English Language & Composition	French II
English 12 (British Lit/Comp)	Journalism I-IV
AP English Literature and Composition	ESOL I-IV

### ENGLISH COURSE SEQUENCE

GRADE 9	GRADE 10	GRADE 11	GRADE 12
English 9 Honors	English 10 Honors	AP English Language & Composition	AP English Literature & Composition
English 9	English 10	English 11 American Literature & Composition	English 12 British Literature & Composition

*\* The Georgia Milestone test is required for American Literature*

**English 9 Literature/Composition**

**23.0610001**

This course focuses on a study of literary genres and informational texts; the students develop initial understanding of both the structure and the meaning of a literary work. The students explore the effect of the literary form in regards to interpretation. The students will read across the curriculum to develop academic and personal interests in different subjects. The students will also demonstrate competency in a variety of writing genres: argumentative, informational/expository, and narrative. The students will engage in research, timed writings, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking, rather than in isolation. The students demonstrate an understanding of speaking and listening for a variety of purposes.

### **English 9 Honors Literature and Composition**

**23.0610072**

This course focuses on a study of literary genres and informational texts; the students develop initial understanding of both the structure and the meaning of a literary work. The students explore the effect of the literary form in regards to interpretation. The students will read across the curriculum to develop academic and personal interests in different subjects. The students will also demonstrate competency in a variety of writing genres: argumentative, informational/expository, and narrative. The students will engage in research, timed writings, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking, rather than in isolation. The students demonstrate an understanding of speaking and listening for a variety of purposes. This course is offered to students during their sophomore year of high school and serves as a preparatory course for AP English Language and Composition. While it is not mandatory to enroll in AP English Language and Composition, the rigor and design of the course complements the design of AP English Language and Composition. *Teacher recommendation and/or a 1097 Lexile Score are required.*

### **English 10 Literature/Composition**

**23.0620033**

English 10 develops descriptive, personal narrative, expository, and persuasive writing skills and includes grammar, mechanics, and usage. Students are introduced to a variety of authors and selections from world literature, poetry, short stories, novels, drama, and classical mythology. The course engages students in the research process, stresses vocabulary development and requires written literary analysis through discussion of the elements of literature. Students develop thinking,



organizing, communicating skills (both verbal and nonverbal), and using analogies, metaphors, and improving their application to writing.

### **English 10 Honors Literature and Composition**

**23.0620066**

This course is offered to students during their sophomore year of high school and serves as a preparatory course for AP English Language and Composition. While it is not mandatory to enroll in AP English Language and Composition, the rigor and design of the course complements the design of AP English Language and Composition. Learning in tenth grade is a time of strong academic growth. Students will develop productive working relationships and significantly improve critical thinking and writing skills. Over the length of the course, students will read a variety of texts, write reflectively and critically, and make connections to the overall theme of studies. Students will begin the practice of identifying and employing strong, thorough, and explicit textual evidence in their literary analyses. *Teacher recommendation and/or an 1193 Lexile Score are required.*

### **English 11 American Literature/Composition**

**23.0510033**

English 11 is the study of American literature from the time of America's founding to the present. Students will employ strong, thorough, and explicit textual evidence in their literary analyses and technical research in the area of American literature. They will understand the development of multiple ideas through details and structure and track the development of complex characters and advanced elements of plot such as frame narratives and parallel storylines. Student writing will reflect the ability to argue effectively, employing the structure, evidence, and rhetoric necessary in the composition of effective, persuasive texts.

### **AP English Language and Composition**

**23.0530033**

AP English Language and Composition is offered to students during their junior year of high school and engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing. *Teacher recommendation and/or a 1285 Lexile reading score are required. Participation in the AP exam is also required.*

## **English 12 British Literature/Composition**

**23.0520033**

English 12 offers students' opportunities to improve reading, writing, speaking/listening, and critical thinking skills through the study of literary selections from British/English writers organized chronologically or thematically. The course emphasizes developing control in expository writing (thesis support), moving toward precision in personal narrative, descriptive, and persuasive writing. Research skills are refined. Grammar, mechanics, and usage are integrated into the writing process.

## **AP English Literature and Composition**

**23.0650033**

AP English Literature and Composition is offered to students during their senior year of high school and engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone. *Teacher recommendation and/or a 1285 Lexile reading score are required. Participation in the AP exam is also required.*

## **ESOL I**

**23.0910033**

ESOL I focuses on interpersonal communication, school and survival skills, through short responses within structured contexts and participation in simple conversations. Fundamental skills are addressed, such as basic grammar and vocabulary, in all four language areas: speaking, listening, reading and writing. High-frequency vocabulary drawn from content areas is included. Students become familiar with appropriate learning strategies for all classes including dictionary skills. The United States culture is introduced.

## **ESOL II**

**23.0920033**

ESOL II integrates listening and speaking, reading and writing, grammar and usage. All language skills are used to gain further knowledge of United States culture in contextualized settings. This course increases skills in comprehension of content areas including: use of thesaurus, glossary, dictionary, contextualized guessing at meaning, and test taking strategies. The writing process of planning, drafting, revising, editing, and proofing are introduced. World literature and authentic texts are highlighted.

### **ESOL III**

**23.0930033**

ESOL III encourages production, initiation, and sustaining of spontaneous language interactions. Interaction with increasingly complex written material such as descriptive, personal narrative, and expository writing which includes grammar, mechanics, and rhetorical coherence in written assignments is included. Students are exposed to authors and selections from American and British literature. Vocabulary development is stressed and expression of complex feelings, needs, and opinions in speaking and writing is encouraged.

### **ESOL IV**

**23.0940033**

ESOL IV emphasizes effective oral and written communication with various audiences on a wide-range of familiar and new topics. The process of writing, including planning, drafting, and revising is emphasized. The development of vocabulary and comprehension intensively and extensively is continued.

### **French I**

**60.0110033**

French I introduce the French language and emphasizes listening, speaking, reading, and writing skills in an integrated way. The course includes how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to develop an understanding of French-speaking cultures.

### **French II**

**60.0120033**

French II enhances level one skills obtained in French I and provides opportunities to develop listening, speaking, reading, and writing skills in an integrated way. The course provides continued practice in how to greet and take leave of someone, to ask and respond to basic questions, and to speak and read within a range of carefully selected topics. The course also provides opportunities to increase understanding of French-speaking cultures.

## **Spanish I**

**60.0710033**

Spanish I introduce the Spanish language and students learn basic Spanish grammar concepts, such as verb conjugation and adjective agreement (masculine/feminine). Students will practice the basic skills of speaking, listening, reading, and writing in the present tense. There is a strong emphasis on learning and applying everyday vocabulary terms and phrases. Students are also introduced to various aspects of Hispanic culture illustrated in the textbook, videos and presentations, which include historical, social, and cultural topics.

## **Spanish II**

**60.0720033**

In Spanish II, students continue to develop proficiency in speaking, listening, reading, and writing skills. Students are introduced to more vocabulary terms and phrases, which is very important in learning any language. Various types of sentence structure and sequencing are introduced as well as different verb tenses. Students will continue to gain an appreciation for Hispanic culture via the text, videos, and oral presentations, including historical, social, and cultural topics.

## **AP Spanish Language and Culture**

**60.0770000**

The AP Spanish Language and Culture course provides students with opportunities to demonstrate their proficiency at the Intermediate to Pre-Advanced range in each of the three modes of communication described in the ACTFL Performance Descriptors for Language Learners. Students are expected to: engage in spoken interpersonal communication, engage in written interpersonal communication; synthesize information from a variety of authentic audio, visual, and audiovisual resources; synthesize information from a variety of authentic written and print resources; plan, produce, and present spoken presentational communications; and plan and produce written presentational communications. *Prerequisites: Teacher recommendation and/or a 1285 Lexile reading score are required. Participation in the AP exam is also required.*

## **JOURNALISM I**

**23.0320033**

## **JOURNALISM II**

**23.0330022**

## **JOURNALISM III**

**23.0350001**

## **JOURNALISM IV**

**23.0360068**

This course in Yearbook Journalism has three primary objectives: (1) to teach students the skills required to create the school yearbook, (2) to produce a book which reflects journalistic standards, and (3) to raise funds and sell yearbooks. In order to accomplish these objectives, the yearbook journalism students will devote their time to the following: learning their rights and responsibilities as student journalists, gaining proficiency in desktop publishing with Photoshop CS6 and HJ

eDesign, incorporating advanced design principles such as grid design and use of layered coverage into the yearbook, learning and using journalistic writing techniques, developing student leadership and decision-making skills, finding ways to include every student and staff member in the yearbook, soliciting businesses and individuals to purchase ads and yearbooks, and, most importantly, producing a yearbook the staff, the school, and the community can enjoy. *Requires approval by the Yearbook instructor.*

## MATHEMATICS DEPARTMENT

### 9<sup>th</sup> Grade

Coordinate Algebra

\*Coordinate Algebra Support

Accelerated Coordinate Algebra/Analytic Geometry A

### 10<sup>th</sup> Grade

Analytic Geometry

\*Analytic Geometry Support

Accelerated Analytic Geometry B/Advanced Algebra

### 11<sup>th</sup> Grade

Advanced Algebra

Accelerated Pre-Calculus

### 12<sup>th</sup> Grade

Pre-Calculus

Advanced Mathematical Decision Making

Calculus

\*Dual Enrollment (College Algebra; Pre-Calculus)

## MATHEMATICS COURSE SEQUENCE

The Comprehensive Course Overviews are designed to provide access to multiple sources of support for implementing and instructing courses involving the Georgia Standards of Excellence (GSE).

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Coordinate Algebra  and  *Coordinate Algebra Support (if needed)	Analytic Geometry and *Analytic Geometry Support (if needed)	Advanced Algebra	Advanced Mathematical Decision Making
Accelerated Coordinate Algebra/Analytic Geometry A	Accelerated Analytic Geometry B/Advanced Algebra	Accelerated Pre-Calculus	Calculus or Dual Enrollment College Algebra and/or College Pre-Calculus

*\*The Georgia Milestone Test is required for Coordinate Algebra*

\*Math Support is available to students needing additional math instruction. This course is awarded **only an elective credit**.

### **GSE Coordinate Algebra**

**27.0971069**

Coordinate Algebra is the first course in a sequence of three high school courses designed to ensure career and college readiness. The course represents a discrete study of algebra with correlated statistics applications and a bridge to the second course through coordinate geometric topics. The fundamental purpose of Coordinate Algebra 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 linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Coordinate Algebra uses algebra to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. 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 Coordinate Algebra Support**

**27.0981068**

The purpose of Coordinate Algebra Support is to provide additional support to students in their effort to meet the standards of more rigorous and relevant mathematics courses. This course is taught concurrently with a student's regular Coordinate Algebra class, giving extra time and utilizing a variety of strategies to help students build a stronger foundation for success in their current and future mathematics courses. Students should be enrolled in mathematics support courses based on local system criteria for identifying students who are at risk for failing mathematics. Students who are placed in high school and have not passed 8th Grade math state assessment should certainly be afforded the benefit of a support course. Other criteria might include teacher recommendation based on student performance in the previous or current mathematics course, prior retention, a failing grade in a mathematics course, and/or low scores on the mathematics component of the state assessment or other instruments used by the system to predict success.

### **Accelerated Coordinate Algebra/Analytic Geometry A**

**27.0975068**

Accelerated Coordinate Algebra/ Analytic Geometry A is the first in a sequence of mathematics courses designed to prepare students to take AB, BC Advanced Placement Calculus, or other higher level mathematics courses. The fundamental purpose of Accelerated Coordinate Algebra/Analytic Geometry A 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 linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. The first unit in the course uses algebra to deepen and extend understanding of geometric knowledge from prior grades. The next unit ties together the algebraic and geometric ideas studied. Transformations on the coordinate plane provide opportunities for the formal study of congruence and similarity. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. The study of circles uses similarity and congruence to develop basic theorems relating circles and lines and rounds out the course. 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. *Prerequisite: Successful completion of 8th Grade Mathematics is required.*

### **Accelerated GSE Analytic Geometry B/Advanced Algebra**

**27.0976001**

Accelerated Analytic Geometry B/Advanced Algebra is the second in a sequence of mathematics courses designed to ensure that students are prepared to take higher-level mathematics courses during their high school career, including Advanced Placement Calculus AB, Advanced Placement Calculus BC, and Advanced Placement Statistics. The standards in the three-course high school sequence specify the mathematics that all students should study in order to be college and career ready. Additional mathematics content is provided in fourth credit courses and advanced courses including, calculus, advanced statistics, discrete mathematics, and mathematics of finance courses. High school course content standards are listed by conceptual categories including Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Conceptual categories portray a coherent view of high school mathematics content; a student's work with functions, for example, crosses a number of traditional course boundaries, potentially up through and including calculus. Standards for Mathematical Practice provide the foundation for instruction and assessment.

*Successful completion of Accelerated Coordinate Algebra/Analytic Geometry is required.*

### **Accelerated GSE Pre-Calculus**

**27.0977000**

Accelerated Pre-Calculus is the third in a sequence of mathematics courses designed to ensure that students are prepared to take higher-level mathematics courses during their high school career, including Advanced Placement Calculus AB, Advanced Placement Calculus BC, and Advanced Placement Statistics. The standards in the three-course high school sequence specify the mathematics that all students should study in order to be college and career ready. Additional mathematics content is provided in fourth credit courses and advanced courses including, calculus, advanced statistics, discrete mathematics, and mathematics of finance courses. High school course content standards are listed by conceptual categories including Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Conceptual categories portray a coherent view of high school mathematics content; a student's work with functions, for example, crosses a number of traditional course boundaries, potentially up through and including calculus. Standards for Mathematical Practice provide the foundation for instruction and assessment.

*Successful completion of Accelerated Analytic Geometry B/Advanced Algebra is required.*

### **GSE Advanced Algebra**

**27.0973001**



Advanced Algebra is the culminating course in a sequence of three high school courses designed to ensure career and college readiness. It is designed to prepare students for fourth course options relevant to their career pursuits.

The standards in the three-course high school sequence specify the mathematics that all students should study in order to be college and career ready. Additional mathematics content is provided in fourth credit courses and advanced courses including pre-calculus, calculus, advanced statistics, discrete mathematics, and mathematics of finance courses. High school course content standards are listed by conceptual categories including Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Conceptual categories portray a coherent view of high school mathematics content; a student's work with functions, for example, crosses a number of traditional course boundaries, potentially up through and including calculus. Standards for Mathematical Practice provide the foundation for instruction and assessment.

### **Advanced Mathematical Decision Making (AMDM)**

**27.0850000**

This is a course designed to follow the completion of Algebra II, Advanced Algebra, Accelerated Geometry B/Algebra II or Accelerated Analytic Geometry B/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. (Prerequisite: Algebra II, Advanced Algebra, Accelerated Geometry B/Algebra II or Accelerated Analytic Geometry B/Advanced Algebra) Instruction and assessment should include the appropriate use of manipulatives and technology. Topics should be represented in multiple ways, such as concrete/pictorial, verbal/written, numeric/data-based, graphical, and symbolic. Concepts should be introduced and used, where appropriate, in the context of realistic phenomena.

### **GSE Analytic Geometry**

**27.0972001**

Analytic Geometry is the second course in a sequence of three required high school courses designed to ensure career and college readiness. The course represents a discrete study of geometry with correlated statistics applications.

The standards in the three-course high school sequence specify the mathematics that all students should study in order to be college and career ready. Additional mathematics content is provided in fourth credit courses and advanced courses including pre-calculus, calculus, advanced statistics, discrete mathematics, and mathematics of finance courses. High school course content standards are listed by conceptual categories including Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Conceptual categories portray a coherent view of high school mathematics content; a student's work with functions, for example, crosses a number of traditional course boundaries, potentially up through and including calculus. Standards for Mathematical Practice provide the foundation for instruction and assessment.

### **GSE Analytic Geometry Support**

**27.09820**

The purpose of Analytic Geometry Support is to provide additional support to students in their effort to meet the standards of more rigorous and relevant mathematics courses. This course is taught concurrently with a student's regular Analytic Geometry class, giving extra time and utilizing a variety of strategies to help students build a stronger foundation for success in their current and future mathematics courses. Students who will require additional support for success in Analytic Geometry are best served through placement in Analytic Geometry Support concurrent with enrollment in Analytic Geometry. Students should be enrolled in mathematics support courses based on local system criteria for identifying students who are at risk for failing mathematics. Students who are placed in high school and have not passed Coordinate Algebra math state assessment should certainly be afforded the benefit of a support course. Other criteria might include teacher recommendation based on student performance in the previous or current mathematics course, prior retention, a failing grade in a mathematics course, and/or low scores on the mathematics component of the state assessment or other instruments used by the system to predict success.

## **GSE Pre-Calculus**

**27.0974000**

Pre-Calculus is a fourth mathematics course designed to prepare students for calculus and other college level mathematics courses. High school course content standards are listed by conceptual categories including Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Conceptual categories portray a coherent view of high school mathematics content; a student's work with functions, for example, crosses a number of traditional course boundaries, potentially up through and including calculus. Standards for Mathematical Practice provide the foundation for instruction and assessment. Pre-Calculus focuses on standards to prepare students for a more intense study of mathematics. The critical areas organized in eight 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 introduced and 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.

*Successful completion of Advanced Algebra is required.*

## **Calculus**

**27.07800**

Calculus is a fourth mathematics course option for students who have completed Pre-Calculus or Accelerated Pre-Calculus. It includes problem solving, reasoning and estimation, functions, derivatives, application of the derivative, integrals, and application of the integral. Instruction and assessment should include the appropriate use of technology. Topics should be presented in multiple ways, such as verbal/written, numeric/data-based, algebraic, and graphical. Concepts should be introduced and used, where appropriate, in the context of realistic phenomena. These course are in alphabetical order so this one needs to be moved

### **Dual Enrollment College Algebra**

**27.0850411**

This college level course is a functional approach to algebra that incorporates the use of appropriate technology. Emphasis will be placed on the study of functions, and their graphs, inequalities, and linear, quadratic, piece-wise defined, rational, polynomial, exponential, and logarithmic functions. Appropriate applications will be included.

*Students must meet the entrance requirements of the state-approved college/university offering the course.*

### **Dual Enrollment Pre-Calculus**

**27.0960434**

This college level course is designed to prepare students for calculus, physics, and related technical subjects. Topics include an intensive study of algebraic and transcendental functions accompanied by analytic geometry.

*Students must meet the entrance requirements of the state-approved college/university offering the course.*

## SCIENCE DEPARTMENT

Biology  
 Biology Honors  
 Physical Science  
 Environmental Science  
 Earth Science

Chemistry  
 Chemistry Honors  
 Physics  
 Anatomy

### SCIENCE COURSE SEQUENCE

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Physical Science	Environmental Science	Biology	Earth Science or Forensic Science
Physical Science	*Biology <i>Completion of Physical Science with a 68 or higher required</i>	Chemistry <i>Completion of Physical Science with a 68 or higher required</i>	*Physics- <i>Completion of Physical Science with a 70 or higher required for Physics</i> Or Anatomy Or Earth Science or *Environmental Science - <i>Available only to 2019 and 2020 cohorts</i>
Physical Science Honors	Biology Honors	Chemistry Honors	Anatomy Or Physics <i>Completion of Physical Science and Geometry with 70 or higher required for Physics</i>

***\*Biology is a required high school science course that must be taken before graduation and the Ga Milestone test has to be taken.***

## **Anatomy and Physiology of Human Body**

**26.0730033**

The human anatomy and physiology curriculum is designed to continue student investigations that began in grades K-8 and high school biology. This curriculum is extensively performance and laboratory based. It integrates the study of the structures and functions of the human body, however rather than focusing on distinct anatomical and physiological systems (respiratory, nervous, etc.) instruction should focus on the essential requirements for life. Areas of study include organization of the body; protection, support and movement; providing internal coordination and regulation; processing and transporting; and reproduction, growth and development. Chemistry should be integrated throughout anatomy and not necessarily taught as a stand-alone unit. Whenever possible, careers related to medicine, research, health-care and modern medical technology should be emphasized throughout the curriculum. Case studies concerning diseases, disorders and ailments (i.e. real-life applications) should be emphasized. *Prerequisite: Successful completion of Biology, Physical Science/Physics and Chemistry. Seniors preferred.*

## **Biology**

**26.0120033**

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

## **Biology Honors**

**26.0140033**

Biology (Honors) is an investigation of the characteristics of living organisms and their interdependence; covering the chemistry of life, cell biology, cell cycles, heredity, evolution and classification, energy and reproduction in living systems, ecology, and human anatomy and physiology. Through class discussion, laboratory experiments, and content analysis, students will investigate the relationships of life forms. Honors Biology will give students the opportunity to explore in greater detail the topics covered in the standard biology class, as well as give students increased responsibility toward the quality of work completed both in and out of class. *Prerequisites: Successful completion of Physical Science Honors and 7<sup>th</sup> grade Life Sciences. Teacher Recommendation needed.*

## **Chemistry**

**40.0510033**

The Chemistry curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to be proficient in chemistry. This curriculum includes more abstract concepts such as the structure of atoms, structure and properties of matter, and the conservation and interaction of energy and matter. Students investigate chemistry concepts through experience in laboratories and field work using the processes of inquiry. *Prerequisite: Successful completion of Physical Science.*

## **Earth Systems**

**40.0640001**

Earth Systems Science is designed to continue student investigations that began in K-8 Earth Science and Life Science curricula and investigate the connections among earth's systems through earth history. These systems – the atmosphere, hydrosphere, geosphere, and biosphere – interact through time to produce the earth's landscapes, ecology, and resources. This course develops the explanations of phenomena fundamental to the sciences of geology and physical geography, including the early history of the earth, plate tectonics, landform evolution, the earth's geologic record, weather and climate, and the history of life on earth. Special attention is paid to topics of current interest (e.g. recent earthquakes, tsunamis, global warming, price of resources) and to potential careers in the geosciences.

## **Environmental Science**

**26.0611033**

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

## **Forensics**

**40.0930033**

The Forensic Science curriculum is designed to build upon science concepts and to apply science to the investigation of crime scenes. It serves as a fourth year of science for graduation and may serve in selected Career Technology programs. Students will learn the scientific protocols for analyzing a crime scene, how to use chemical and physical separation methods to isolate and identify materials, how to analyze biological evidence and the criminal use of tools, including impressions from firearms, tool marks, arson, and explosive evidence. *Prerequisites: Successful completion of Biology and Physical Science.*

## **Physical Science**

**40.0110033**

The Physical Science curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to have a richer knowledge base in physical science. This course is designed as a survey course of chemistry and physics. This curriculum includes the more abstract concepts such as the conceptualization of the structure of atoms, motion and forces, and the conservation of energy and matter, the action/reaction principle, and wave behavior. Students investigate physical science concepts through experience in laboratories and field work using the processes of inquiry.

## **Physics**

**40.0810033**

The Physics curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to be proficient in physics. This curriculum includes more abstract concepts such as interactions of matter and energy, velocity, acceleration, force, energy, momentum, and charge. Students investigate physics concepts through experience in laboratories and field work using the processes of inquiry.

*Prerequisite: Successful completion of Physical Science and Geometry with a minimum grade of 70. Recommendation by Science teacher required.*

## SOCIAL STUDIES DEPARTMENT

American Government  
United States History  
Economics

AP American Government  
AP United States History  
AP Microeconomics

### SOCIAL STUDIES COURSE SEQUENCE

GRADE 9	GRADE 10	GRADE 11	GRADE 12
World History	American Government	US History	Economics
World History Honors	AP American Government	AP US History	Economics

### American Government

45.0570033

The American Government course provides students with a background in the philosophy, functions, and structure of the United States government. Students examine the philosophical foundations of the United States government and how that philosophy developed. Students also examine the structure and function of the United States government and its relationship to states and citizens.

### AP American Government

45.0520001

The AP United States Government and Politics course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. Students should become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. Certain topics are usually covered in all college courses. *A Social Studies teacher recommendation, an 1193 Lexile reading score, an 85 or above in World History and participation in the AP exam are required for this course.*



## **AP United States History**

**45.0820033**

The AP U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. History. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, reliability, and importance—and to weigh the evidence and interpretations presented in historical scholarship. An AP U.S. History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. *A Social Studies teacher recommendation, a 1285 Lexile reading score, an 85 or above in American Government and participation in the AP exam are required for this course.*

## **Economics**

**45.0610033**

The economics course provides students with a basic foundation in the field of economics. The course has five sections: fundamental concepts, microeconomics, macroeconomics, international economics, and personal finance. In each area, students are introduced to major concepts and themes concerning that aspect of economics.

## **United States History**

**45.0810077**

The high school United States history course provides students with a comprehensive, intensive study of major events and themes in United States history. Beginning with early European colonization, the course examines major events and themes throughout United States history. The course concludes with significant developments in the early 21st century.

## FINE ARTS DEPARTMENT

Visual Art I-IV  
Media Arts I  
Photography I  
Painting I  
Graphics I

Intermediate Band I-II  
African American Music I-IV  
Advanced Choral Ensemble I-IV  
Advanced Band I-II  
Jazz Band I-IV

### VISUAL ARTS

#### **Visual Arts I** **50.021103**

Visual Art I introduces art history, art criticism, aesthetic judgment and studio production. The course emphasizes the ability to understand and use elements and principles of design through a variety of media, processes and visual resources. Master artworks for historical and cultural significance are explored.

#### **Visual Arts II** **50.021203**

Visual Arts II enhances level-one skills in art history, art criticism, aesthetic judgment and studio production. The course emphasizes and reinforces knowledge and application of the design elements and their relationship to the principles of design. Different two- and three-dimensional art media and processes are explored. Master artworks to increase awareness and to examine the role of art and the artist in past and contemporary societies are investigated.

#### **Visual Arts III** **50.021303**

Visual Arts III enhances level-two skills in art history, art criticism, aesthetic judgment and studio production. Provides practice in applying design elements and principles of design. The course provides focus on different two- and three-dimensional art media and processes and master artworks. The development of ideas through production and creativity and through the study of master artists is stressed.

#### **Visual Arts IV** **50.021403**

Visual Arts IV enhances level-three skills in art history, art criticism, aesthetic judgment and studio production. The course provides opportunities for in-depth application of design elements and principles of design in two- and three-dimensional art media and processes. Creative problem solving through art production and the study of master artists and their works are stressed.

## **Media Arts I**

**50.0221000**

Media Arts I creatively explores diverse purposes and audiences. Individuals investigate various techniques using multiple platforms, such as animation, broadcast, film, graphic design/illustration, photography, and web design. Media Arts I introduces digital media by designing prototypes, and evaluating the process for media arts productions with the intent to understanding the techniques of a field of technology.

## **Photography I**

**50.0711000**

Photography I introduces photography as an art form. Covers the historical development of photography and photographic design and its cultural influences. Emphasizes the basics of exposing and processing photographs by introducing traditional and digital photography. Stresses appropriate processing techniques and safe use of photographic materials and equipment.

## **Painting I**

**50.0310000**

Painting I explores a variety of techniques and wide range of painting media. Emphasizes developing basic painting and critical analysis skills for responding to master paintings. Examines solutions to painting problems through the study of color theory and composition. Emphasizes the concept and development of personal style. Covers Western and non-Western cultures.

## **Graphics I**

**50.0721000**

Graphics I introduces graphic design as seen in posters, advertisements, logos, illustrations, signs, and package or product designs. Covers selected graphic design elements, vocabulary, and the media, tools, equipment, techniques, processes, and styles used for graphics. Investigates the historical development of graphic design and its function in contemporary society. Stresses using the computer as a major design tool. Explores career opportunities.

## **CHORUS**

### **Advanced Choral Ensemble I**

**53.0731033**

This course provides opportunities for advanced-level performers to increase performance skills and knowledge in large group choral singing. Madrigal, notes, quartet and solo literature of all style periods are included. Also covered are: performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. The course organizes objectives for self-paced progress through all four levels and stresses individual progress and group experiences.

### **Advanced Choral Ensemble II**

**53.0732033**

Enhances level-one skills and provides further opportunities for advanced-level performers to increase performance skills and knowledge in large group choral singing. The course includes madrigal, notes, quartet and solo literature of all style periods. It covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

### **Advanced Choral Ensemble III**

**53.0733033**

Enhances level-two skills and provides further opportunities for advanced-level performers to increase performance skills and knowledge in large group choral singing. The course includes madrigal, notes, quartet and solo literature of all style periods. It covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

### **Advanced Choral Ensemble IV**

**53.0734033**

Enhances level-three skills and provides further opportunities for advanced-level performers to increase performance skills and knowledge in large group choral singing. The course includes madrigal, notes, quartet and solo literature of all style periods. It covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

### **African American Music Studies I**

**53.0671033**

The course explores African-American music. Emphasizes idioms such as jazz and reggae and traces their styles, characteristics, performers and media to their African roots. Historical and cultural contributions and influences, analysis and theoretical studies and perspectives on African-American musicians of the 19th and 20th centuries are covered.

## **African-American Music Studies II**

**53.0672033**

The course enhances level-one skills and offers further opportunities to explore African-American music. Emphasizes idioms such as jazz and reggae and traces their styles, characteristics, performers and media to their African roots. Historical and cultural contributions and influences, analysis and theoretical studies and perspectives on African-American musicians of the 19th and 20th centuries are covered.

## **African-American Music Studies III**

**53.0673033**

The course enhances level-two skills and offers further opportunities to explore African-American music. Emphasizes idioms such as jazz and reggae and traces their styles, characteristics, performers and media to their African roots. Historical and cultural contributions and influences, analysis and theoretical studies and perspectives on African-American musicians of the 19th and 20th centuries are covered.

## **African-American Music Studies IV**

**53.0674033**

The course enhances level-three skills and offers further opportunities to explore African-American music. Emphasizes idioms such as jazz and reggae and traces their styles, characteristics, performers and media to their African roots. Historical and cultural contributions and influences, analysis and theoretical studies and perspectives on African-American musicians of the 19th and 20th centuries are covered.

## **BAND**

### **Advanced Band I**

**53.0381000**

Provides opportunities for advanced-level performers to increase, develop and refine performance skills and precision on a wind or percussion instrument. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music at advanced levels of understanding. Organizes objectives for self-paced progress through all four levels. Stresses individual progress, learning strategies and ensemble experiences.

### **Advanced Band II**

**53.0382000**

Enhances level-one skills and provides further opportunities for advanced-level performers to develop and refine performance skills and precision on a wind or percussion instrument. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress, individual learning strategies and ensemble experiences.

### **Intermediate Band I**

**53.0371033**

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

### **Intermediate Band II**

**53.0372033**

Enhances level-one skills and provides further opportunities for intermediate-level performers to develop reading techniques and increase performance skills. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses individualized learning and group experiences.

### **Jazz Band I**

**53.0641033**

Offers opportunities to develop performance skills and knowledge on instruments or voice in a jazz idiom. Includes performance and production, analysis and theoretical studies, historical and cultural contributions and influences. Emphasizes improvisation and composition; stresses individual progress and group experiences. Emphasizes jazz as an indigenous American art form.

## **Jazz Band II**

**53.0642033**

Enhances level-one skills and provides further opportunities to develop and refine performance skills and knowledge on instruments or voice in a jazz idiom. Includes performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music (especially improvisation and composition) and appreciation of music. Stresses self-paced progress and group experiences. Emphasizes jazz as an indigenous American art form.

## **Jazz Band III**

**53.0643033**

Enhances level-two skills and provides further opportunities to develop and refine performance skills and knowledge on instruments or voice in a jazz idiom. Includes performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music (especially improvisation and composition) and appreciation of music. Stresses self-paced progress and group experiences. Emphasizes jazz as an indigenous American art form and a major component of our cultural heritage.

## **Jazz Band IV**

**53.0644033**

Enhances level-three skills and provides further opportunities to develop performance skills and knowledge on instruments or voice in a jazz idiom. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music (especially improvisation and composition) and appreciation of music. Stresses self-paced progress and group experiences. Emphasizes jazz as an indigenous American art form and a major component of our cultural heritage.

## PHYSICAL EDUCATION DEPARTMENT

Health/Safety	Personal Fitness
Lifetime Sports	Team Sports
Intermediate Lifetime Sports	Intermediate Team Sports
Advanced Lifetimes Sports	Advanced Team Sports
Weight Training & Conditioning I-IV (Boys)	
Weight Training & Conditioning I-IV (Girls)	

### **Health/Safety** **17.011034**

Explores the mental, physical, and social aspects of life and how each contributes to total health and well-being; emphasizes safety, nutrition, mental health, substance abuse prevention, disease prevention, environmental health, family life education, health careers, consumer health, and community health.

### **Personal Fitness** **36.0510059**

Personal Fitness is a unique program designed to teach basic physical fitness, movement and sports activities. The class will develop personal fitness programs for each student. Movement activities and sports activities will be used to round out the motor skills development of the student.

### **Lifetime Sports** **36.0220033**

### **Intermediate Lifetime Sports** **36.0320033**

### **Advanced Lifetime Sports** **36.0420033**

These courses focus on the fundamental skills, strategies, and rules associated with lifetime sports such as bowling, golf, tennis, racquetball, baseball, badminton, roller skating, and skiing.

### **Team Sports** **36.0210033**

### **Intermediate Team Sports** **36.0310033**

### **Advanced Team Sports** **36.0410033**

These courses focus on the fundamental skills, strategies, and rules associated with team sports such as basketball, volleyball, soccer, softball, baseball, field hockey, lacrosse, team handball, and flag football.



## **Weight Training**

<b>Boy's Weight Training I</b>	<b>36.0520001</b>
<b>Boy's Weight Training II</b>	<b>36.0540033</b>
<b>Boy's Weight Training III</b>	<b>36.0560033</b>
<b>Boy's Weight Training IV</b>	<b>36.0660023</b>
<b>Girl's Weight Training I</b>	<b>36.0520133</b>
<b>Girl's Weight Training II</b>	<b>36.0540233</b>
<b>Girl's Weight Training III</b>	<b>36.0560333</b>
<b>Girl's Weight Training IV</b>	<b>36.0660134</b>

These courses focus on weight training and emphasizes strength development training and proper lifting techniques. The class includes fitness concepts for developing healthy lifetime habits.

## **CAREER AND TECHNICAL EDUCATION**

**All students must complete a Career Pathway during their high school years by taking three sequential courses in one career and technical area before graduation. Courses within each Pathway should be taken in the order listed. The areas in which a student may complete a pathway are as follows:**

<b>Agricultural Mechanics</b>	<b>Healthcare Science (Patient Care)</b>
<b>Automotive Maintenance &amp; Light Repair</b>	<b>Healthcare Science (Allied Health)</b>
<b>*Barbering</b>	<b>Healthcare Science (Pharmacy)</b>
<b>Business and Technology</b>	<b>Horticulture/Mechanical Systems</b>
<b>*Criminal Justice</b>	<b>JROTC</b>
<b>Culinary Arts</b>	<b>Marketing &amp; Management</b>
<b>Digital Technology</b>	
<b>Early Childhood Care &amp; Education</b>	<b>*Nail Technician</b>
<b>Engineering</b>	

**Other CTAE courses offered but NOT available in a pathway:**

**\*Patient Care Technician**

\*Denotes Dual Enrollment courses offered by South Georgia Technical College (SGTC) on the ASHS campus. Students must take the Accuplacer entrance exam which is offered on the ASHS campus. These courses receive both high school and technical college credit.

## **CAREER PATHWAY: AGRICULTURE MECHANICS**

Career Pathway Sequence of Courses:

- Basic Agricultural Science
- Agricultural Mechanics Technology I
- Agricultural Mechanics II

### **Basic Agricultural Science**

**02.4710001**

This course is designed as the foundational course for all Agriculture, Food & Natural Resources Pathways. The course introduces the major areas of scientific agricultural production and research; presents problem solving lessons and introductory skills and knowledge in agricultural science and agri-related technologies. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities. This course is the prerequisite for all AFNR pathways and is intended for students in grades 8-10.

### **Agricultural Mechanics Technology I**

**01.4210033**

This laboratory course is designed to provide students with introductory level experiences in selected major areas of agricultural mechanics technology which may include small engine maintenance and repair, metal fabrication, woodworking, electrical wiring, and maintenance of agricultural machinery, equipment, and tractors. Learning activities include information, skill development, and problem solving.

### **Agricultural Mechanics Technology II**

**01.4220033**

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.

## **CAREER PATHWAY: HORTICULTURE/MECHANICAL SYSTEMS**

Career Pathway Sequence of Courses:

- Basic Agricultural Science
- General Agricultural Science & Technology
- Agricultural Mechanics I

### **Basic Agricultural Science**

**02.4710001**

This course is designed as the foundational course for all Agriculture, Food & Natural Resources Pathways. The course introduces the major areas of scientific agricultural production and research; presents problem solving lessons and introductory skills and knowledge in agricultural science and agri-related technologies. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities. This course is the prerequisite for all AFNR pathways and is intended for students in grades 8-10.

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

**01.4610001**

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.

### **Agricultural Mechanics Technology I**

**01.4210033**

This laboratory course is designed to provide students with introductory level experiences in selected major areas of agricultural mechanics technology which may include small engine maintenance and repair, metal fabrication, woodworking, electrical wiring, and maintenance of agricultural machinery, equipment, and tractors. Learning activities include information, skill development, and problem solving.

## **CAREER PATHWAY: AUTOMOTIVE MAINTENANCE & LIGHT REPAIR**

Career Pathway Sequence of Courses:

- Basic Maintenance and Light Repair
- Maintenance and Light Repair 2
- Maintenance and Light Repair 3

### **Basic Maintenance and Light Repair**

**47.53110033**

This course is designed as the foundational course for the Automobile Maintenance and Light Repair pathway. Students in this course will learn the basic skills needed to gain employment as a maintenance and light repair technician. Students will be exposed to courses in automotive preventative maintenance and servicing and replacing brakes, and steering and suspension components. In addition, student will learn how to do general electrical system diagnosis, learn electrical theory, perform basic tests and determine necessary action. In addition, students will learn how to evacuate and recharge air-conditioning systems using the proper refrigerant. The hours completed in this course are aligned with ASE/NATEF standards and are a base for the entry-level technician. The prerequisite for this course is advisor approval.

### **Maintenance and Light Repair 2**

**47.5321000**

Students will learn the basic skills needed to gain employment as a maintenance and light repair technician and will expose students to automotive preventative maintenance and servicing, as well as replacing brakes, and steering and suspension components. Students will also learn general electrical system diagnosis, electrical theory, basic test requirements, and determining necessary action. In addition, students will learn how to evacuate and recharge air-conditioning systems using the proper refrigerant. Standards for this course are aligned with ASE/NATEF standards and are an excellent foundation for the entry-level technician. The prerequisite for this course is Basic Maintenance and Light Repair.

### **Maintenance and Light Repair 3**

**47.5331000**

Students will learn the basic skills needed to gain employment as a maintenance and light repair technician and will expose student to automotive preventative maintenance and servicing, replacing brakes, as well as steering and suspension components. Students will learn about general electrical system diagnosis, electrical theory, basic tests that are required, and determine the necessary action. In addition, students will learn how to evacuate and recharge air-conditioning systems using the proper refrigerant. The standards in this course are aligned with ASE/NATEF standards and are an excellent foundation for the entry-level technician. The prerequisite for this course is Maintenance and Light Repair 2.

## **CAREER PATHWAY: BUSINESS & TECHNOLOGY**

Career Pathway Sequence of Courses:

- Introduction to Business & Technology (Required for graduation)
- Business & Technology
- Business Communications

### **Introduction to Business & Technology**

**07.4413001**

Introduction to Business & Technology is the foundational course for Administrative Support, Small Business Development, and Human Resources Management pathways. The course is designed for high school students as a gateway to the career pathways above, and provides an overview of business and technology skills required for today's business environment. Knowledge of business principles, the impact of financial decisions, and technology proficiencies demanded by business combine to establish the elements of this course. Emphasis is placed on developing proficient fundamental computer skills required for all career pathways. Students will learn essentials for working in a business environment, managing a business, and owning a business. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Students will not only understand the concepts, but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the employability skills standards and content standards for this course.

### **Business & Technology**

**07.4410033**

Business and Technology is designed to prepare students with the knowledge and skills to be an asset to the collaborative, global, and innovative business world of today and tomorrow. Mastery use of spreadsheets and the ability to apply leadership skills to make informed business decisions will be a highlight of this course for students. Publishing industry appropriate documents to model effective communication and leadership will be demonstrated through project based learning. Students will use spreadsheet and database software to manage data while analyzing, organizing and sharing data through visually appealing presentation. Various forms of technologies will be used to expose students to resources, software, and applications of business practices. Professional communication skills and practices, problem solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of the employability skills standard for this course. Business and Technology is the second course in the Business Management and Administration Cluster. Students enrolled in this course should have successfully completed Introduction to Business and Technology.

## **Business Communications**

**07.4510033**

What message are you sending when you speak, write, and listen? As one of the most important skills for employers, students will explore the value of communication in their personal and professional life. The digital presence and impact of written and visual communication in a technological society will be addressed. Students will create, edit, and publish professional-appearing business documents with clear and concise communication. Creative design, persuasive personal and professional communications will be applied through research, evaluation, validation, written, and oral communication. Leadership development and teamwork skills will be stressed as students work independently and collaboratively. Presentation skills will be developed and modeled for students master presentation software in this course. Various forms of technologies will be used to expose students to resources, software, and applications of communications. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of the employability skills standard for this course. Business Communications is the third course in the Business and Technology pathway in the Business Management and Administration cluster. Students enrolled in this course should have successfully completed Introduction to Business and Technology and Business and Technology. After mastery of the standards in this course, students should be prepared to take the end of pathway assessment in this career area.

## **CAREER PATHWAY: Web and Digital Design**

Career Pathway Sequence of Courses:

- Introduction to Digital Technology
- Digital Design
- Web Design

### **INTRODUCTION TO DIGITAL TECHNOLOGY**

**11.41500**

Introduction to Digital Technology is the foundational course for Web & Digital Communications, Programming, Advanced Programming, Information Support & Services, and Network Systems pathways. This course is designed for high school students to understand, communicate, and adapt to a digital world as it impacts their personal life, society, and the business world. Exposure to foundational knowledge in hardware, software, programming, web design, IT support, and networks are all taught in a computer lab with hands-on activities and project focused tasks. Students will not only understand the concepts, but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the employability skills standards and content standards for this course. Various forms of technologies will be highlighted to expose students to the emerging technologies impacting the digital world. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are taught in this course as a foundational knowledge to prepare students to be college and career ready. The knowledge and skills taught in this course build upon each other to form a comprehensive introduction to digital world. Introduction to Digital Technology is a course that is appropriate for all high school students.

### **Digital Design**

**11.45100**

Using web design as the platform for product design and presentation, students will create and learn digital media applications using elements of text, graphics, animation, sound, video and digital imaging for various format. The digital media and interactive media projects developed and published showcase the student skills and ability. Emphasis will be placed on effective use of tools for interactive multimedia production including storyboarding, visual development, project management, digital citizenship, and web processes. Students will create and design web sites that incorporate digital media elements to enhance content of web site. Various forms of technologies will be used to expose students to resources, software, and applications of media. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of the employability skills standard for this course. Digital Design is the second course in the Web and Digital Design pathway in the Information Technology cluster. Students



enrolled in this course should have successfully completed Introduction to Digital Technology and Fundamentals.

## **Web Design**

**11.45200**

This course will equip students with the ability to plan, design, and create a website. Students will move past learning how to write code and progress to designing a professional looking website using graphical authoring tools that contains multimedia elements. Working individually and in teams, students will learn to work with web page layouts and graphical elements to create a professional looking website. Various forms of technologies will be used to expose students to resources, software, and applications of web design. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of the employability skills standard for this course. Web Design is the third course in the Web & Digital Design pathway in the Information Technology cluster. Students enrolled in this course should have successfully completed Introduction to Digital Technology and Digital Design. After mastery of the standards of this course, students should be prepared to take the end of pathway assessment in this career area.

## **CAREER PATHWAY: CULINARY ARTS**

Career Pathway Sequence of Courses:

- Introduction to Culinary Arts
- Culinary Arts I
- Culinary Arts II (Dual Enrollment Course)

### **Introduction to Culinary Arts**

**20.5310033**

Introduction to Culinary Arts is the foundational course designed to introduce students to fundamental food preparation terms, concepts, and methods in Culinary Arts where laboratory practice will parallel class work. Fundamental techniques, skills, and terminology are covered and mastered with an emphasis on basic kitchen and dining room safety, sanitation, equipment maintenance and operation procedures. The course also provides an overview of the professionalism in the culinary industry and career opportunities leading into a career pathway to Culinary Arts. 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. The prerequisite for this course is advisor approval.

### **Culinary Arts I**

**20.5321033**

As the second course in the Culinary Arts Career Pathway, the prerequisite for this course is Introduction to Culinary Arts. Culinary Arts I is designed to create a complete foundation and understanding of Culinary Arts leading to postsecondary education or a food-service career. This fundamentals course begins to involve in-depth knowledge and hands-on skill mastery of culinary arts.

### **Culinary Arts II (Dual Enrollment Course)**

**20.5331433**

As the third course in the Culinary Arts Pathway, the prerequisite for this course is Culinary Arts I. Culinary Arts II is an advanced and rigorous in-depth course designed for the student who is continuing in the Culinary Arts Pathway and wishes to continue their education at the postsecondary level or enter the food-service industry as a proficient and well-rounded individual. Strong importance is given to refining hands-on production of the classic fundamentals in the commercial kitchen.

## **CAREER PATHWAY: EARLY CHILDHOOD CARE & EDUCATION**

Career Pathway Sequence of Courses:

- Early Childhood Education I
- Early Childhood Education II
- Early Childhood Education III

### **Early Childhood Education I**

**20.5281001**

The Early Childhood Education I course is the foundational course under the Early Childhood Care & Education pathway and prepares the student for employment in early childhood education and services. The course addresses the knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development of infants and children. The prerequisite for this course is advisor approval.

### **Early Childhood Education II**

**20.5240033**

Early Childhood Education II is the second course in the Early Childhood Care and Education pathway and further prepares the student for employment in early childhood care and education services. The course provides a history of education, licensing and accreditation requirements, and foundations of basic observation practices and applications. Early childhood care, education, and development issues are also addressed and include health, safety, and nutrition education; certification in CPR/First Aid/Fire Safety; information about child abuse and neglect; symptoms and prevention of major childhood illnesses and diseases; and prevention and control of communicable illnesses. Mastery of standards through project based learning, laboratory application, technical skills practice, and leadership development activities of the career and technical student organizations will provide students with a competitive edge for either entry into the education global marketplace and/or the post-secondary institution of their choice when continuing their education and training.

### **Early Childhood Education III**

**20.4250000**

Early Childhood Education III is the third course in the Early Childhood Care and Education pathway and one option for program completers who may not have the opportunity of participating in the Early Childhood Education Internship. The course provides in-depth study of early brain development and its implications for early learning, appropriate technology integration, and developmentally appropriate parenting and child guidance trends. Also addressed are collaborative parent/teacher/child relationships and guidance, child directed play, the changing dynamics of family culture and diversity, the causes and effects of stress on young children, and infant nutrition. Mastery of standards through project based learning, laboratory application, technical skills practice, and leadership development activities of the career and technical student organizations will provide students with a competitive edge for either entry into the education global marketplace and/or the post-secondary institution of their choice when continuing their education and training.

## **CAREER PATHWAY: ENGINEERING**

Career Pathway Sequence of Courses:

- Foundations of Engineering and Technology
- Engineering Concepts
- Engineering Applications

### **Foundations of Engineering and Technology**

**21.4250033**

The Foundations of Engineering and Technology is the introductory course for the Engineering and Technology Education pathways. This STEM driven course provides the students with an overview of engineering and technology including the different methods used in the engineering design process developing fundamental technology and engineering literacy. Students will demonstrate the skills and knowledge they have learned through various project based activities while using an engineering design process to successfully master the “E” in STEM. The prerequisite for this course is advisor approval.

### **Engineering Concepts**

**1.4710033**

Engineering Concepts is the second course in the Engineering and Technology Pathway. Students will learn to design technical solutions to engineering problems using a whole systems approach to engineering design. Students will demonstrate the application of mathematical tools, teamwork, and communications skills in solving various design challenges, while maintaining a safe work environment. The prerequisite for this course is Foundations of Engineering and Technology.

### **Engineering Applications**

**21.4720044**

Engineering Applications is the third course in the Engineering and Technology Pathway. Students will apply their knowledge of Science, Technology, Engineering, and Math (STEM) to develop solutions to technological problems. Solutions will be developed using a combination of engineering software and prototype production processes. Students will use market research, cost benefit analysis, and an understanding of the design cycle to create and present design, marketing, and business plans for their solutions. A capstone project will allow students to demonstrate their depth of knowledge of the engineering design process and prepare them for future opportunities in the field of engineering. The prerequisite for this course is Engineering Concepts.

## **CAREER PATHWAY: HEALTH SCIENCE – PATIENT CARE**

Career Pathway Sequence of Courses:

Introduction to Healthcare Science

Essentials of Healthcare

Patient Care Fundamentals

Patient Care Technician (Dual Enrollment course)

### **Introduction to Healthcare Science**

**25.5210033**

Students wishing to pursue a career in the Healthcare Industry will receive initial exposure to healthcare science skills and attitudes applicable to healthcare including the concepts of health, wellness, and preventive care. The changes in healthcare delivery systems and the subsequent impact on healthcare delivery for individual consumers is explored and evaluated. Medical terminology, microbiology, and basic life support skills are emphasized, as well as, the ethical and legal responsibilities of today's healthcare provider. Academics and other related sciences are integrated throughout the course. The students are required to meet both national and intrastate professional guidelines as designated by applicable regulatory agencies such as the Occupational Health and Safety Administration (OSHA) and Center for Disease Control (CDC). Students may participate in opportunities for professional networking and the enhancement of their vocational portfolios by receiving recognition for their accomplishments through a variety of venues related to vocational student organizations – Health Occupations Students of America (HOSA), Vocational Industrial Clubs of America (VICA), as well as, other external agencies such as the American Red Cross and the American Heart Association. This course is considered broad-based with high impact and is a prerequisite for all Healthcare Science Technology Education courses.

### **Essentials to Healthcare**

**25.4400033**

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

## **Patient Care Fundamentals**

**25.4360000**

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

## **Patient Care Technician**

**25.4490401**

**This dual enrollment course is not a pathway course. It is an extension course for Health Science Patient Care pathway completers. Enrollment by application and teacher recommendation only.**

This optional fourth course is designed to offer senior students the opportunity to become effective and efficient multi-skilled healthcare providers by practicing skills learned in Patient Care Fundamentals and developing a working knowledge of advanced patient care skills, including basic cardiology, 12-lead EKG's, oxygen therapy, basic phlebotomy, and specimen collection and processing. When taken as the fourth course in the Therapeutic Services – Patient Care Fundamentals pathway, students successfully completing the requirements may be eligible to sit for Patient Care Technician Certification. The prerequisites for this course include Introduction to Healthcare Science, Essentials of Healthcare, and Patient Care Fundamentals. This is a stand-alone course and does not meet the pathway requirements.

## **CAREER PATHWAY: HEALTH SCIENCE - ALLIED HEALTH**

Career Pathway Sequence of Courses:

- Introduction to Healthcare
- Essentials of Healthcare
- Allied Health & Medicine

### **Introduction to Healthcare Science**

**25.5210033**

Students wishing to pursue a career in the Healthcare Industry will receive initial exposure to healthcare science skills and attitudes applicable to healthcare including the concepts of health, wellness, and preventive care. The changes in healthcare delivery systems and the subsequent impact on healthcare delivery for individual consumers is explored and evaluated. Medical terminology, microbiology, and basic life support skills are emphasized, as well as, the ethical and legal responsibilities of today's healthcare provider. Academics and other related sciences are integrated throughout the course. The students are required to meet both national and intrastate professional guidelines as designated by applicable regulatory agencies such as the Occupational Health and Safety Administration (OSHA) and Center for Disease Control (CDC). Students may participate in opportunities for professional networking and the enhancement of their vocational portfolios by receiving recognition for their accomplishments through a variety of venues related to vocational student organizations – Health Occupations Students of America (HOSA), Vocational Industrial Clubs of America (VICA), as well as, other external agencies such as the American Red Cross and the American Heart Association. This course is considered broad-based with high impact and is a prerequisite for all Healthcare Science Technology Education courses.

### **Essentials to Healthcare**

**25.4400033**

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

### **Allied Health and Medicine**

**25.4370000**

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

according to a basic 50-minute class time frame, but may be adjusted according to local system schedules. Instructors may select which classroom content standards 1-14 best meet his/her individual classroom needs in addition to the required clinical/capstone project to equal total class time available for the course.

**A. Clinical site or classroom simulated experience**

This component of Allied Health is designed to give students practical application of previously studied knowledge and skills. These experiences can occur in a variety of locations (including classroom lab) appropriate to the student's level of experience and availability of community resources as determined by the instructor. These exercises should be designed to enhance and supplement the above standards. Appropriate permission from school, parents, and the facility as well as other documentation requirements (such as transportation), and facility requirements (such as student insurance) must be adhered to and arranged. Any Healthcare Science course that includes a clinical component (excluding a shadowing experience field trip) must adhere to identified guidelines under (WBL) work-based learning (available at [ctae.gadoe.org](http://ctae.gadoe.org) under WBL manual. Training for the Healthcare Science teacher on these guidelines will be provided.

**B. Allied Health Capstone Project Research academic requirements for a professional career of interest.**

- a) Create a plan for academic achievement in a chosen field.
- b) Present career interest project (HOSA career health display could be used as an example.).
- c) Update personal portfolio to include: 1 resumes; 2 listings of technical skill competencies mastered for the chosen career field as developed by the instructor; 3. community service learning experiences (approved); and 4. reflection essays of the overall course and the student's career choice.

The prerequisite for this course is Introduction to Healthcare Science and Essentials of Healthcare.



## **CAREER PATHWAY: HEALTH SCIENCE - PHARMACY**

### Career Pathway Sequence of Courses

- Introduction to Healthcare
- Essentials of Healthcare
- Pharmacy Operations and Fundamentals

### **Introduction to Healthcare Science**

**25.5210033**

Students wishing to pursue a career in the Healthcare Industry will receive initial exposure to healthcare science skills and attitudes applicable to healthcare including the concepts of health, wellness, and preventive care. The changes in healthcare delivery systems and the subsequent impact on healthcare delivery for individual consumers is explored and evaluated. Medical terminology, microbiology, and basic life support skills are emphasized, as well as, the ethical and legal responsibilities of today's healthcare provider. Academics and other related sciences are integrated throughout the course. The students are required to meet both national and intrastate professional guidelines as designated by applicable regulatory agencies such as the Occupational Health and Safety Administration (OSHA) and Center for Disease Control (CDC). Students may participate in opportunities for professional networking and the enhancement of their vocational portfolios by receiving recognition for their accomplishments through a variety of venues related to vocational student organizations – Health Occupations Students of America (HOSA), Vocational Industrial Clubs of America (VICA), as well as, other external agencies such as the American Red Cross and the American Heart Association. This course is considered broad-based with high impact and is a prerequisite for all Healthcare Science Technology Education courses.

### **Essentials to Healthcare**

**25.4400033**

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

## **Pharmacy Operations and Fundamentals**

**25.4530001**

*This course is for seniors only. Limited seats are available. Teacher recommendation only.*

This course is an introduction to pharmacy technology professions, employment opportunities, and basic pre-pharmacy technician skills which may be utilized in either clinical or community settings such as retail, home health care, and ambulatory care pharmacies. Intensive pharmacy specific safety and security training are provided including potential drug addiction and abuse issues relative to pharmaceutical care such as robberies and identification of forgeries. Students are required to adhere to Federal Regulatory Agencies and Acts guidelines including Food, Drug, and Cosmetic Act, Controlled Substances Act (CSA), Joint Commission on Accreditation of Healthcare Organizations (JCAHO), Drug Enforcement Administration (DEA) in addition to the pharmacy regulatory agencies within the state of Georgia. This course is recommended for students planning on pursuing careers in the healthcare industry, which may require basic pharmaceutical knowledge, common healthcare mathematical applications, and/or technical proficiency in the administration medications. An overview of prescription and nonprescription medications, classifications, actions, and interactions is provided while critical thinking skills are developed throughout the course from initial calculations/conversions of drug dosage forms to the simulation of regulating IV infusion rates. Technical skills in the preparation and administration of medications are practiced in simulated clinical labs. Students must demonstrate the utilization of all professional and safety guidelines as designated by applicable Federal and State regulatory agencies and acts such as the Drug Enforcement Administration (DEA) and the Controlled Substance Act while performing simulations. The impact of pharmaceuticals on the provision of healthcare and the importance of client education are integrated throughout the course. Clinical experience is recommended to help prepare a student to potentially take the Pharmacy Technician exam when they are eligible. An internship course under the supervision of a Registered Pharmacist may also be utilized for this experience. After the completion of this course, students may be eligible to take the Pharmacy Technician Certification Exam (PTCE) through the Pharmacy Technician Certification Board (PTCB). The prerequisites for the course are Introduction to Healthcare Science and Essentials of Healthcare.

**CAREER PATHWAY: JROTC - ARMY**  
**ARMY JUNIOR RESERVE OFFICER TRAINING CORPS PROGRAM OF**  
**INSTRUCTIONAL LEADERSHIP EDUCATION AND TRAINING**

Career Pathway Sequence of Courses:

- Leadership Education 1
- Leadership Education 2
- Leadership Education 3
- Leadership Education 4

NOTE: Successful completion of at least three units of credit in the Army JROTC program will qualify students for advanced placement in a college JROTC program or accelerated promotion in the military service.

**Leadership Education 1**

**28.4310033**

Junior Reserve Officer Training Corps (JROTC) is a leadership education program. This program will help students build a strong knowledge base of self-discovery and leadership skills applicable to many leadership and managerial situations. Mastery of these standards through project-based learning, service learning and leadership development activities will prepare students for 21st Century leadership responsibilities.

This laboratory course is designed to introduce students to the history, customs, traditions and purpose of the Army JROTC program. It teaches students strategies to maximize their potential for success through learning and self-management. Basic leadership skills to include leadership principles, values and attributes and communications skills are integrated throughout the course.

High Schools students develop an understanding of learning style preferences, multiple intelligences, emotional intelligence and study skills. These self- assessments will enable students to be self-directed learners. The JROTC curriculum is enhanced through physical fitness activities, extracurricular and co-curricular activities that support the core employability skills standards and McRel academic standards.

**Leadership Education 2**

**28.4320033**

This laboratory course is designed to build on the self-discovery skills sets taught in JROTC 1. As self-directed learners, students study the fundamentals citizenship skills, the foundation of the American political system and our Constitution. Personal responsibility and wellness is reinforced by diet, nutrition and physical fitness activities. Drug and alcohol awareness and prevention are reinforced. Students are placed in leadership roles that enable them to demonstrate an understanding of basic leadership principles, values and attributes.

The curriculum is enhanced through physical fitness activities, extracurricular and co-curricular activities that support the employability skills standards and McRel academic standards.

### **Leadership Education 3**

**28.4330033**

This laboratory course is designed to build on the leadership experiences developed during JROTC Army 1 and 2. Basic command and staff principles are introduced and include an overview of organizational roles and responsibilities. Leadership strategies, managing conflict, leading others, planning and communications skills are evaluated to improve organizational effectiveness. Career planning is investigated.

The Junior ROTC curriculum is enhanced through physical fitness activities, extracurricular and co-curricular activities that support the core employability skills standards and McRel academic standards.

### **Leadership Education 4**

**28.4340033**

Junior Reserve Officer Training Corps (JROTC) is a leadership education program. This program will help students build a strong knowledge base of self-discovery and leadership skills applicable to many leadership and managerial situations. Mastery of these standards through project-based learning, service learning and leadership development activities will prepare students for 21st Century leadership responsibilities.

This laboratory course is designed build on the leadership skills developed in JROTC 3. Students develop an in-depth understanding of the branches of military service. Intermediate leadership skills to include leadership principles, values and attributes and communications skills are integrated throughout the course. Financial planning skills are studied through the National Endowment for Financial Education. Fundamental teaching skills are introduced.

The JROTC curriculum is enhanced through physical fitness activities, extracurricular and co-curricular activities that support the core employability skills standards and McRel academic standards.

## **CAREER PATHWAY: MARKETING & MANAGEMENT**

Career Pathway Sequence of Courses:

- Marketing Principles
- Marketing & Entrepreneurship
- Marketing Management

### **Marketing Principles**

**08.4740033**

Marketing Principles is the foundational course for the Marketing and Management, Fashion Merchandising and Buying, and Marketing Communications and Promotion Pathways. Marketing Principles addresses all the ways in which marketing satisfies consumer and business needs and wants for products and services. Students develop a basic understanding of Employability, Foundational and Business Administration skills, Economics, Entrepreneurship, Financial Analysis, Human Resources Management, Information Management, Marketing, Operations, Professional Development, Strategic Management, and Global Marketing strategies. Instructional projects with real businesses, work-based learning activities including School-Based Enterprises, and DECA application experiences should be incorporated in this course.

### **Marketing and Entrepreneurship**

**08.4410033**

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. In order to increase the number of application experiences, students should participate in (1) Work-Based Learning (WBL) activities in the classroom and possibly in a formal WBL Program; (2) DECA Career and Technical Student Organization competitive events that are directly aligned with course standards and (3) a School-Based Enterprise. The prerequisite for this course is Marketing Principles.

### **Marketing Management**

**08.4420033**

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. In order to increase the number of application experiences, students should participate in (1) Work-Based Learning (WBL) activities in the classroom and perhaps in a formal WBL Program; (2) DECA Career Technical Student Organization (CTSO) competitive events that are directly aligned with course

standards and (3) a School-Based Enterprise. The prerequisite for this course is Marketing and Entrepreneurship.

## **DUAL ENROLLMENT PATHWAY OPTIONS**

### **CAREER PATHWAY – CORRECTIONS SERVICES (Dual Enrollment Course)**

Career Pathway Sequence of Courses:

- Introduction to Law and Corrections
- Criminal Justice Essentials
- Applications of Corrections

#### **Introduction to Law, Public Safety, Corrections and Security**

Introduction to Law, Public Safety, Corrections, and Security (LPSCS) is the pre-requisite for all other courses within the Career Cluster. This course provides students with career-focused educational opportunities in various LPSCS fields. It examines the basic concepts of law related to citizens' rights and the responsibilities, and students will receive instruction in critical skill areas including: communicating with diverse groups, conflict resolution, ethics, CERT (Citizens Emergency Response Training, or similar program), basic firefighting, report writing, terrorism, civil and criminal law. Career planning and employability skills will be emphasized.

#### **Criminal Justice Essentials**

Criminal Justice Essentials provides an overview of the criminal justice system. Starting with historical perspectives of the origin of the system, the course reviews the overall structure. Students will become immersed in criminal and constitutional law and will review basic law enforcement skills. The course ends with a mock trial to provide participants with a first-hand experience of the criminal justice system. The course will also provide in-depth competencies and components for the co-curricular Skills USA student organization that should be incorporated throughout instructional strategies of the course. Participation in additional student organizations that align with Law, Public Safety, Corrections and Security pathways (i.e. mock trial) is encouraged to enhance standards addressed in the curriculum. The prerequisite for this course is Introduction to Law, Public Safety, Corrections and Security. NOTE: Criminal Justice Essentials is designed to provide students with career-focused educational opportunities in various criminal justice fields. The course has elements which cover tactics, methods, and skills utilized by law enforcement that should be taken into consideration when assessing implementation options. School boards should evaluate criteria for student enrollment that account for successful completion of future background investigations required for entry into such careers.

#### **Applications of Corrections**

This course provides an analysis of all phases of the American Correctional System and practices, including the history, procedures and objectives. Topics include the history and evolution of correctional facilities; legal and administrative problems; institutional facilities and procedures; probation, parole and pre-release programs; alternative sentencing; rehabilitation; effects and costs of recidivism; community involvement; and officer safety.

## **CAREER PATHWAY – NAIL TECH (Dual Enrollment Course)**

Career Pathway Sequence of Courses:

- Introduction to Personal Care Services
- Nail Care Services II
- Nail Care Services III

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

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

### **Nail Care Services II**

Nail Care II provides training in manicuring, pedicuring and advanced nail techniques. Topics include: implements, products and supplies, diseases and disorders, advanced manicure techniques, pedicure techniques, nail product and general safety precautions and practices, and advanced nail techniques (acrylics, wraps, tips and gel). By completing courses in nail care, students can potentially earn credit toward the hours required by the Georgia State Board of Cosmetology or hours toward their license as a nail technician. This course provides more in-depth competencies for the co-curricular student organization Skills USA and presents integral components that should be incorporated throughout the course. In addition, this course offers the possibility of meeting articulation alignment with the technical college standards. The prerequisite for this course is Introduction to Personal Care Services.

### **Nail Care Services III**

This course is designed to provide advanced training for employment in nail care careers. Academic knowledge and skills related to cosmetology are reviewed. Instruction includes advanced training in disinfection and sanitation processes and nails care and meets the Georgia State Board of Cosmetology and Regulation requirements for licensure upon passing the state examination. Students apply, combine, and justify knowledge and skills to a variety of settings and problems. This course provides more in-depth competencies for the co-curricular student organization Skills USA and presents integral components that should be incorporated throughout the course. The prerequisites for this course are Introduction to Personal Care Services and Nail Care Services II.



## **CAREER PATHWAY – BARBERING (Dual Enrollment Course)**

Career Pathway Sequence of Courses:	Introduction to Personal Care Services Barbering II Barbering III
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### **Introduction to Personal Care Services**

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

### **Barbering II**

This course is designed as an introductory level course for the Barbering Pathway and presents intermediate skills and knowledge related to barbering and scientific and mathematical corollaries. Clinical activities are included in this phase of study. Clinicals included in this course involve: individualized and precise designing, cutting, and shaping of the hair. Students will earn credit hours toward the completion of the 1500 credit hours required by Georgia State Board of Barbers. According to the State Board of Barbering, each student must obtain 280 total hours of theory training before the student is allowed to render clinical services. This course provides more in-depth competencies for the co-curricular student organization Skills USA and presents integral components that should be incorporated throughout instructional strategies. In addition, this course offers the possibility of meeting articulation alignment with the technical college standards. The prerequisite for this course is Introduction to Personal Care Services.

### **Barbering III**

This course will provide higher level skills that the students can transfer to postsecondary barber schools. Students are required to meet both national and intrastate professional guidelines as designated by applicable regulatory agencies such as the Occupational Health and Safety Administration (OSHA) and the Georgia Board of Barbering. The knowledge and skills gained through this course will assist students in the analysis and performance of professional services such as haircutting and styling, mustache and beard design, facials, shaves and scalp treatments. In addition, this course offers the possibility of meeting articulation alignment with the technical college standards. This course is considered broad-based with high impact in the personal care service industry. Students will achieve technical content skills necessary to pursue a full range of careers in this program. Mastery of these standards through project-based learning, technical skills

practice, and leadership development activities of the career and technical student organization, Skills USA, will provide students with a competitive edge for either entry into the personal care services marketplace and/or the post-secondary institution of their choice to continue their education and training. The prerequisites for this course are Introduction to Personal Care Services and Barbering II. *This course is located on the South Georgia Technical College campus.*

## **SPECIAL PROGRAMS**

### **PROGRAM FOR EXCEPTIONAL CHILDREN**

Sumter County provides special education classes for specific learning disabled, hearing impaired, visually impaired, behavioral disordered, intellectually disabled, other health impaired, orthopedically disabled and speech and language therapy. The goal of the Special Education Program is to provide the best education and enable each student to achieve his/her highest potential. Each course is designed for students with specific learning problems. Each student works on specific areas of academic weakness (es) as specified by individual assessments and the student's IEP.

### **CREDIT RECOVERY PROGRAM**

The Credit Recovery Program offers students online courses through Edgenuity (e2020). This program provides students the opportunity to retake a course in which he/she previously was not academically successful in earning credit towards graduation.

- Credit Recovery options allow students who have completed seat time and calendar requirements to earn credit based on competency of the content standards.
- Credit Recovery courses are complete courses, aligned to state standards, for which the student will demonstrate mastery before receiving a grade.
- The program offers core courses and limited electives required for graduation from a Georgia public high school.
- Credit Recovery courses allows flexibility in a student's schedule.
- Credit Recovery allows students to get the credits necessary to stay on pace for graduation.

## **DUAL ENROLLMENT**

The Dual Enrollment program provides for students who are dual credit enrolled at a participating eligible public high school and a participating eligible postsecondary institution in Georgia. These students take postsecondary coursework for credit towards both high school graduation and postsecondary requirements. The program is offered during all terms of the school year; fall, spring and summer semester. To be eligible for the Dual Enrollment program, a student must:

1. Be enrolled in the tenth, eleventh or twelfth grade of a private or public high school in Georgia or a home study program within the State of Georgia operated in accordance with O.C.G.A. §20-2-690(c);
2. Be admitted to an eligible, participating USG, TCSG or Private postsecondary institution as a dual credit enrollment student;
3. Be enrolled in courses listed in the approved Dual Enrollment Course Directory;
4. Maintain satisfactory academic progress as defined by the eligible postsecondary institution.

For more information, students and parents should make an appointment with the school counselor.

\*Ninth Graders are not eligible to take Dual Enrollment Courses.

\*Tenth Graders are only eligible to take Elective Courses for Dual Enrollment.