



# **SUMTER COUNTY HIGH SCHOOL**

**COURSE GUIDE**

**2026-2027**

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*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 SCHS 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 a 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

B - 89-80

C - 79-70

F - Below 70

I - Incomplete

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
Career Pathway	3 units
Electives	5 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

Literature and Composition 1	Spanish I
Literature and Composition 1 Honors	Spanish II
Literature and Composition 2	
Support for Literature and Composition 2	*offered as needed
Literature and Composition 2 Honors	ESOL I
English 11 (American Lit/Comp)	ESOL II
English 11 (American Lit/Comp) Honors	ESOL III
English 12 (British Lit/Comp)	ESOL IV

### ENGLISH COURSE SEQUENCE

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Lit & Comp 1 Honors	Lit & Comp 2 Honors*  AP English Language & Composition	AP English Language & Composition*	Dual Enrollment ENGL 1101
Lit & Comp 1	Lit & Comp 2*  **Support for Literature & Composition 2 (if needed)	American Literature & Composition	British Literature & Composition  Multicultural Literature & Composition  AP Seminar

*\*The Georgia Milestone Test is required for Literature and Composition 2 and 10th graders in AP Language. \*\*Support for Literature & Composition 1 and 2 is available to students needing additional language arts/reading instruction. This course is awarded **only an elective credit**.*

## **Literature & Composition 1**

**23.0616**

Literature & Composition I is the first course (required) in the sequence of secondary English language arts courses required for graduation. This course develops the integrated skill set that comprises the English language arts discipline to ensure that students are on track to be college and work ready. Literature & Composition I focuses on the interpretation, evaluation, construction, and design of texts across genres and modes in a variety of real-world, academic, and disciplinary contexts while sustaining and building mastery of language applications and discipline-specific practices. This course must utilize the 9-12 standards and 9th grade expectations of Georgia's K-12 English Language Arts (ELA) Standards.

## **Honors Literature & Composition 1**

**23.0616**

Literature & Composition I is the first course (required) in the sequence of secondary English language arts courses required for graduation. This course develops the integrated skill set that comprises the English language arts discipline to ensure that students are on track to be college and work ready. Literature & Composition I focuses on the interpretation, evaluation, construction, and design of texts across genres and modes in a variety of real-world, academic, and disciplinary contexts while sustaining and building mastery of language applications and discipline-specific practices. This course must utilize the 9-12 standards and 9th grade expectations of Georgia's K-12 English Language Arts (ELA) Standards.

This course is offered to students during their freshman 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.*

## **Literature & Composition 2**

**23.0617**

Literature & Composition II is the second course (required) in the sequence of secondary English language arts courses required for graduation. This course develops the integrated skill set that comprises the English language arts discipline to ensure that students are on track to be college and work ready. Literature & Composition II focuses on the interpretation, evaluation, construction, and design of texts across genres and modes in a variety of real-world, academic, and disciplinary contexts while sustaining and building mastery of language applications and discipline-specific practices. This course must utilize the 9-12 standards and 10th grade expectations of Georgia's K-12 English Language Arts (ELA) Standards.

## **Honors Literature & Composition 2**

**23.0617**

Literature & Composition II is the second course (required) in the sequence of secondary English language arts courses required for graduation. This course develops the integrated skill set that comprises the English language arts discipline to ensure that students are on track to be college and work ready. Literature & Composition II focuses on the interpretation, evaluation,



construction, and design of texts across genres and modes in a variety of real-world, academic, and disciplinary contexts while sustaining and building mastery of language applications and discipline-specific practices. This course must utilize the 9-12 standards and 10th grade expectations of Georgia's K-12 English Language Arts (ELA) Standards.

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 an 1193 Lexile Score are required.*

### **Support for Literature and Composition 1**

**23.0750**

Support for Literature & Composition I is designed to reinforce and develop essential literary skills that will set students up for success in Literature & Composition I. Building skills in vocabulary development, word study, and comprehension and composition across a wide range of academic and real-life text modes of genres are emphasized in this course. This course may be taken as a pre-requisite or corequisite as part of a local sequence.

### **Support for Literature and Composition 2**

**23.0751**

Support for Literature & Composition II builds upon previously gained essential literacy skills to provide a foundation for student success in Literature & Composition II, as well as in later core high school English language arts courses. This course provides targeted opportunities for textual interpretation, source evaluation, and the composition of more complex academic and real-life texts. This course may be taken as a pre-requisite or co-requisite as part of a local sequence.

### **American Literature/Composition**

**23.051**

American Literature & Composition focuses on the integrated study of American texts; students develop an understanding of texts from at least three literary periods, considering history's impact on the literature's text structures, themes, and stylistic features. Students routinely engage in the integrated and recursive literacy practices that ground, shape, and inform their interpretations and constructions of texts that apply their grammar conventions, vocabulary, context, structure and style, techniques, research and analysis, and periods and movements understandings. Students will examine how historical events have influenced American writers, and they will also consider how in turn the nation's literature has affected historical events and shaped public opinion. By the end of the course, students will have a deeper understanding of the interconnection between American history and literature, preparing them for future academic pursuits and fostering an appreciation for America's literary legacy. This course must utilize the 9-12 standards and appropriate grade-level expectations of Georgia's K-12 English Language Arts (ELA) Standards.

### **Honors American Literature/Composition**

**23.051**

American Literature & Composition focuses on the integrated study of American texts; students develop an understanding of texts from at least three literary periods, considering history's impact on the literature's text structures, themes, and stylistic features. Students routinely engage in the integrated and recursive literacy practices that ground, shape, and inform their interpretations and constructions of texts that apply their grammar conventions, vocabulary, context, structure and style, techniques, research and analysis, and periods and movements understandings. Students will examine how historical events have influenced American writers, and they will also consider how in turn the nation's literature has affected historical events and shaped public opinion. By the end of the course, students will have a deeper understanding of the interconnection between American history and literature, preparing them for future academic pursuits and fostering an appreciation for America's literary legacy. This course must utilize the 9-12 standards and appropriate grade-level expectations of Georgia's K-12 English Language Arts (ELA) Standards.

This course is offered to students during their junior or senior year of high school and may serve as a preparatory course for AP English Language and Composition and/or Dual Enrollment ENGL 1101 courses. While it is not mandatory to enroll in AP English Language and Composition or Dual Enrollment ENGL 1101, the rigor and design of the course complements the design of AP English Language and Composition and/or Dual Enrollment ENGL 1101.

*Teacher recommendation and/or a 1235 Lexile Score are required.*

### **British Literature/Composition**

**23.052**

British Literature & Composition focuses on the integrated study of British texts; students develop an understanding of texts from at least three literary periods, considering history's impact on and analyzing the literature's text structures, themes, and stylistic features. Students routinely engage in the integrated and recursive literacy practices that ground, shape, and inform their interpretations and constructions of texts that apply their grammar conventions, vocabulary, context, structure and style, techniques, research and analysis, and periods and movements understandings. This course must utilize the 9-12 standards and appropriate grade-level expectations of Georgia's K-12 English Language Arts (ELA) Standards.

### **Multicultural Literature & Composition**

**23.067**

Multicultural Literature & Composition focuses on texts by and about people of diverse ethnic backgrounds. Students explore themes of linguistic and cultural diversity by comparing, contrasting, analyzing, and critiquing communication styles and universal themes; they will make connections between works from at least three literary periods and the historical or contemporary contexts in which they were written. Students routinely engage in the integrated and recursive literacy practices that ground, shape, and inform their interpretations and constructions of texts that apply their grammar conventions, vocabulary, context, structure and style, techniques, research and analysis, and periods and movements understandings. This course utilizes the 9th-12th grade standards and the appropriate grade-level expectations in Georgia's K-12 English Language Arts (ELA) Standards.

### **AP Seminar**

**23.**

## **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.*

## **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.

\*ESOL courses awarded as an **elective credit**.

## Spanish I

60.0710033

Spanish I introduces 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.

## MATHEMATICS DEPARTMENT

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

Algebra: Concepts and Connections

Algebra: Concepts and Connections Honors

\*Support courses offered as needed

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

Geometry: Concepts and Connections

Geometry: Concepts and Connections

Honors

\*Support courses offered as needed

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

Advanced Algebra: Concepts and Connections

Advanced Algebra: Concepts and Connections Honors

\*Support courses offered as needed

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

Advanced Mathematical Decision Making

\*Dual Enrollment (College Algebra)

## MATHEMATICS COURSE SEQUENCE

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Algebra Concepts and Connections Honors	Geometry Honors	Advanced Algebra Honors	Dual Enrollment
Algebra Concepts and Connections and **Algebra Concepts and Connections	Geometry and **Geometry Support (if needed)	Advanced Algebra and **Advanced Algebra Support (if needed)	Advanced Mathematical Decision Making AP Pre-Calculus

Support (if needed)			
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*\*The Georgia Milestone Test is required for Algebra Concepts & Connections*

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

## **Algebra: Concepts and Connections**

**27.0811**

Algebra: Concepts and Connections is the first course in a sequence of three high school courses designed to ensure career and college readiness. Students will apply their algebraic and geometric reasoning skills to make sense of problems involving algebra, geometry, bivariate data, and statistics. This course focuses on algebraic, quantitative, geometric, graphical, and statistical reasoning. In this course, students will continue to enhance their algebraic reasoning skills when analyzing and applying a deep understanding of linear functions, sums and products of rational and irrational numbers, systems of linear inequalities, distance, midpoint, slope, area, perimeter, nonlinear equations and functions, quadratic expressions, equations and functions, exponential expressions, equations, and functions, and statistical reasoning.

## **Algebra Support**

**27.0981**

The purpose of 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 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.

## **Geometry: Concepts and Connections**

**27.0821**

Geometry: Concepts and Connections is the second course in a sequence of three high school courses designed to ensure career and college readiness. This course is intended to enhance students' geometric, algebraic, graphical, and probabilistic reasoning skills. Students will apply their algebraic and geometric reasoning skills to make sense of problems involving geometry, trigonometry, algebra, probability, and statistics. Students will continue to enhance their analytical geometry and reasoning skills when analyzing and applying a deep understanding of polynomial expressions, proofs, constructions, rigid motions and transformations, similarity, congruence, circles, right triangle trigonometry, geometric measurement, and conditional probability.

*This course is designed for students who have successfully completed Algebra: Concepts & Connections.*

## Geometry Support

27.0982

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.

## Advanced Algebra

27.0831

Advanced Algebra: Concepts & Connections is the third course in a sequence of courses designed to ensure career and college readiness. It is intended to prepare students for fourth mathematics course options relevant to their postsecondary pursuits. High school course content standards are listed by big idea, including Data and Statistical Reasoning, Probabilistic Reasoning, Functional and Graphical Reasoning, Patterning and Algebraic Reasoning, and Geometric and Spatial Reasoning. In Advanced Algebra: Concepts & Connections, students will continue to enhance their data and statistical reasoning skills as they learn specific ways to collect, critique, analyze, and interpret data. Students will learn how to use matrices and linear programming to represent data and to solve contextually relevant problems. Students will strengthen their geometric and spatial reasoning skills as they learn how to solve trigonometric equations using the unit circle. In previous courses, students studied how to use linear and quadratic functions to model real-life phenomena. In Advanced Algebra: Concepts and Connections, students will further develop their functional and graphical reasoning as they explore and analyze structures and patterns for exponential, logarithmic, radical, polynomial, and rational expressions, equations and functions to further understand the world around them. *Prerequisite: This course is designed for students who have successfully completed Geometry: Concepts & Connections.*

## Advanced Mathematical Decision Making (AMDM)

27.085

Advanced Mathematical Decision Making (AMDM) is a fourth-year mathematics course option designed to follow the completion of Advanced Algebra: Concepts and Connections. Students will enhance their understanding of concepts explored in the context of real-life phenomena. The intent of this course is for students to combine their understanding of multiple mathematical concepts as they explore and solve real-world mathematical problems. Students will investigate applications of mathematics in a variety of contexts, including business and financial decision-making, earning, investing, spending, and borrowing money, using functions to model problem situations in both discrete and continuous relationships, and using ratios, rates, and percentages to solve problems,

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 applied, where appropriate, in the context of realistic phenomena. *Prerequisite: This course is designed for students who have successfully completed Advanced Algebra: Concepts and Connections.*

## 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, piecewise 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.*

## SCIENCE DEPARTMENT

Biology  
Biology Honors  
Physical Science  
Physical Science Honors

Chemistry  
Chemistry Honors  
Earth Systems  
Environmental Science

## SCIENCE COURSE SEQUENCE

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Physical Science	Environmental Science	Biology*	Forensics
Physical Science Honors	Biology* Biology Honors*	Chemistry Chemistry Honors	Physics

*\*The Georgia Milestone Test is required for Biology.*

## 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.

## **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.

## **SOCIAL STUDIES DEPARTMENT**

World History  
American Government  
United States History  
Economics

World History Honors  
AP American Government  
AP United States History

## **SOCIAL STUDIES COURSE SEQUENCE**

<b>GRADE 9</b>	<b>GRADE 10</b>	<b>GRADE 11</b>	<b>GRADE 12</b>
World History	American Government	US History*	Economics
World History Honors	AP American Government	AP US History*	Economics

*\*The Georgia Milestone Test is required for US History.*

## **World History**

**45.08300**

The high school world history course provides students with a comprehensive, intensive study of major events and themes in world history. Students begin with a study of the earliest civilizations worldwide and continue to examine major developments and themes in all regions of the world.

The course culminates in a study of change and continuity and globalization at the beginning of the 21st century.

## **World History Honors**

**45.0830073**

In World History Honors, students explore ancient civilizations in order to understand the geographics, political, economic, and social characteristics of people. By developing their understanding of the past, students can better understand the present and determine their direction for the future

## **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/or participation in the AP exam are required for this course.*

## **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.

## **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/or participation in the AP exam are required for this course.*

## **Personal Finance & 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.

## **FINE ARTS DEPARTMENT**

Art 1  
Applied Design 1  
Applied Design 2  
Fashion Design  
Beginning Music Technology  
Chorus-Beginning I-II

Intermediate Band I-IV  
Advanced Band I-IV  
Jazz Band I-VII  
Intermediate Jazz Band  
Band Percussion I-II  
Advanced Chorus I-III

## **VISUAL ARTS**

### **Art I**

**50.0211033**

Introduces art history, art criticism, aesthetic judgment, and studio production. Emphasizes the ability to understand and use elements and principles of design through a variety of media, processes, and visual resources. Explores master artworks for historical and cultural significance.

### **Applied Design I**

**50.0431000**

Emphasizes design elements and principles in the production of applied design art products and/or designs such as architecture, advertisements, graphic designs, environmental designs, and product designs. Stresses proper use of equipment and vocabulary and technical terms. Investigates the computer and its influence on and role in creating contemporary designs. Includes a cultural and historical study of master design works of different periods and styles.

### **Applied Design II**

**50.0432000**

Enhances level-one skills and provides opportunities to apply design elements and principles in the production of applied design art products and/or designs such as architecture, advertisements,

graphic designs, environmental designs, and product designs. Uses board- and computer-generated designs for art products. Covers how to create designs and plan design presentations.

## **Fashion Design I**

**50.0931000**

Introduces fashion design techniques such as mood boards, illustration, draping, patternmaking, textile manipulation, and sewing. Explores historical origins and use of fashion in Western and non-Western cultures. Applies art criticism techniques to judgments about historic and contemporary fashion designs.

## **CHORUS**

### **Advanced Chorus I**

**54.0231000**

Provides advanced-level performers opportunities to increase performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences.

### **Advanced Chorus II**

**54.0232000**

Enhances level-one skills and provides advanced-level performers further opportunities to increase performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

### **Advanced Chorus III**

**54.0233000**

Enhances level-two skills and provides advanced-level performers further opportunities to increase performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

### **Chorus- Beginning I**

**54.0211000**

Provides opportunities to develop performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences.

## **Chorus- Beginning II**

**54.0212000**

Enhances level-one skills and provides further opportunities to develop performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

## **BAND**

### **Beginning Music Technology**

**53.0221000**

Students learn how to use digital tools and resources to create, present, respond, and connect to music as an art form and/or industry.

### **Intermediate Band I**

**53.0371033**

This performance-based class provides opportunities for intermediate-level performers to increase performance skills and precision on a wind or percussion instrument. Includes performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music, and appreciation of music. Stresses individual progress and learning and group experiences. Strengthens reading skills. Individual growth and achievement are encouraged through participation in adjudicated solo and ensemble festivals, district honor bands, and private lessons. Participation in concert performances outside of regular class hours is expected.

### **Intermediate Band II**

**53.0372033**

This performance-based class 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. Individual growth and achievement are encouraged through participation in adjudicated solo and ensemble festivals, district honor bands, and private lessons. Participation in concert performances outside of regular class hours is expected.

### **Intermediate Band III**

**53.0373033**

This performance-based class enhances level-two skills and provides further opportunities for intermediate-level performers to build independence and leadership within the ensemble. Covers performance and production, analysis and historical and cultural contributions and influences, creative aspects of music, and appreciation of music. Stresses individualized learning and group experiences. Individual growth and achievement are encouraged through participation in

adjudicated solo and ensemble festivals, district honor bands, and private lessons. Participation in concert performances outside of regular class hours is expected.

## **Intermediate Band IV**

**53.0374033**

This performance-based class enhances level-three skills and provides further opportunities for intermediate-level performers to increase performance skills and precision, and build independence and leadership skills within the ensemble. 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, practice strategies, and group experiences. Individual growth and achievement are encouraged through participation in adjudicated solo and ensemble festivals, district honor bands, and private lessons. Participation in concert performances outside of regular class hours is expected.

## **Advanced Band I**

**53.0381000**

This performance-based class provides opportunities for advanced-level performers to increase, develop and refine performance skills and precision on a wind or percussion instrument. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music, and appreciation of music at advanced levels of understanding. Organizes objectives for self-paced progress. Stresses individual progress and learning strategies, and ensemble experiences. Individual growth and achievement are encouraged through participation in adjudicated solo and ensemble festivals, district honor bands, and private lessons. Participation in concert performances outside of regular class hours is expected.

## **Advanced Band II**

**53.0382000**

This performance-based class 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. Individual growth and achievement are encouraged through participation in adjudicated solo and ensemble festivals, district honor bands, and private lessons. Participation in concert performances outside of regular class hours is expected.

## **Advanced Band III**

**53.0383000**

This performance-based class enhances level-two skills and provides further opportunities for advanced-level performers to develop and refine performance skills and precision on a specific 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. Individual growth and achievement are encouraged through participation in adjudicated solo and ensemble festivals, district honor bands, and private lessons. Participation in concert performances outside of regular class hours is expected.

## **Advanced Band IV**

**53.0384000**

This performance-based class enhances level-three 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 in an increasing breadth of repertoire, individual learning strategies, and ensemble experiences. Individual growth and achievement are encouraged through participation in adjudicated solo and ensemble festivals, district honor bands, and private lessons. Participation in concert performances outside of regular class hours is expected.

## **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.

**Jazz Intermediate Band V****53.0651000**

Offers opportunities for intermediate-level performers to increase 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. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences. Emphasizes jazz as an indigenous American art form and a major component of our cultural heritage.

**Jazz Band VI****53.0652000**

Enhances level-one skills and provides further opportunities for intermediate-level performers to increase 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.

**Band Percussion I****53.0751001**

Students are selected by director's recommendation. Offers intermediate-level performers an alternative ensemble experience to large band and orchestra. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences, and music appreciation.

**Band Percussion II****53.0752001**

Students are selected by director's recommendation. Enhances level-one skills and provides further opportunities for intermediate-level performers to increase performance skills and knowledge in ensemble music. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences, and music appreciation.

**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-VII (Boys)	
Weight Training & Conditioning I-VII (Girls)	

## **Personal Fitness & Health**

**36.0580001**

This course introduces instruction in methods to attain a healthy level of physical fitness; implements a lifetime fitness program based on a personal fitness assessment and stresses strength, muscular endurance, flexibility, body composition, and cardiovascular endurance; includes instruction in fitness principles, nutrition, fad diets, weight control, stress management, adherence strategies, and consumer information; and promotes self-awareness and responsibility for fitness. Additionally, This required course provides students with the knowledge and skills to make healthy decisions that support their physical, mental, and social well-being. Students explore a variety of health topics, including personal wellness, nutrition, physical activity, mental and emotional health, substance abuse prevention, relationships, safety, and disease prevention. By the end of the course, students will demonstrate an understanding of how health choices affect overall wellness and will be encouraged to practice health-enhancing behaviors that contribute to lifelong well-being.

### **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**

### **Boy's Weight Training I**

**36.0520001**

### **Boy's Weight Training II**

**36.0540001**

### **Boy's Weight Training III**

**36.0560001**

### **Boy's Weight Training IV**

**36.0620033**

### **Boy's Weight Training V**

**36.0640001**

<b>Boy's Weight Training VI</b>	<b>36.0650001</b>
<b>Boy's Weight Training VII</b>	<b>36.0660001</b>
<b>Girl's Weight Training I</b>	<b>36.0520033</b>
<b>Girl's Weight Training II</b>	<b>36.0540033</b>
<b>Girl's Weight Training III</b>	<b>36.0560033</b>
<b>Girl's Weight Training IV</b>	<b>36.0620034</b>
<b>Girl's Weight Training V</b>	<b>36.0640002</b>
<b>Girl's Weight Training VI</b>	<b>36.0650002</b>
<b>Girl's Weight Training VII</b>	<b>36.0660002</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:**

**Agricultural Mechanics and Metal Fabrication**

**Horticulture/Mechanical Systems**

**Horticulture & Animal Systems**

**Veterinary Science**

**Agriculture Leadership in ... (Animal Production, Horticulture)**

**General Automotive Technology**

**Culinary Arts**

**Engineering & Technology**

**Early Childhood Care & Education**

**Teaching as a Profession**

**Therapeutic Services/Allied Health & Medicine**

**Therapeutic Services/Patient Care**

**JROTC**

**Computer Science**

**Marketing & Management**

**Audio-Visual Technology**

**Business & Technology**

**Entrepreneurship**

**Heavy Equipment Operator**

**Work-Based Learning**

## SY 26-27 CTAE Programs and Career Pathway Options

<b>Agriculture, Food, and Natural Resources</b> <b>Teachers: Pope and Brogdon</b>	
<b>Program Requirements</b>	<p>FFA membership is required for all students enrolled. Dues are \$10.00.</p> <p>Students will also need appropriate clothing and footwear for lab settings (greenhouse, ag mech shop, livestock facility, canning plant, garden, forestry plot, etc.)</p>
<b>Horticulture/Mechanical Systems</b>	
Basic Agricultural Science: <i>Prerequisite</i> <b>Code: 02.47100</b>	We focus heavily on Plant & Soil Science, Animal Science, Forestry, and FFA and Leadership. FFA membership is required as well as a Supervised Agricultural Experience (SAE) Project.
General Horticulture and Plant Science <b>Code: 01.46100</b>	Students will learn about all the areas of the Plant Industry including- Floral Design, Floriculture, and Nursery Landscape. Students will spend time in the greenhouse and outdoor garden area in various plant related labs.
Agricultural Mechanics I <b>Code: 01.42100</b>	This class is primarily a lab based course with our main focus areas being Woodworking, Electrical Wiring, and Welding. FFA membership is required as well as a Supervised Agricultural Experience (SAE) Project.
<b>Horticulture and Animal Systems</b>	
Basic Agricultural Science: <i>Prerequisite</i> <b>Code: 02.47100</b>	We focus heavily on Plant & Soil Science, Animal Science, Forestry, and FFA and Leadership. FFA membership is required as well as a Supervised Agricultural Experience (SAE) Project.
General Horticulture and Plant Science <b>Code: 01.46100</b>	Students will learn about all the areas of the Plant Industry including- Floral Design, Floriculture, and Nursery Landscape. Students will spend time in the greenhouse and outdoor garden area in various plant related labs.
Animal Science and Biotechnology <b>Code: 02.42100</b>	This class focuses on the scientific processes related to food animal production. FFA Membership is required as well as a Supervised Agricultural Experience (SAE). Students have the possibility of working with live animals.
<b>Veterinary Science</b>	
Basic Agricultural Science: <i>Prerequisite</i> <b>Code: 02.47100</b>	We focus heavily on Plant & Soil Science, Animal Science, Forestry, and FFA and Leadership. FFA membership is required as well as a Supervised Agricultural Experience (SAE) Project.
Animal Science and Biotechnology- 2nd level course	This class focuses on the scientific processes related to food animal production. FFA Membership is required as well as a Supervised

<b>Code: 02.42100</b>	Agricultural Experience (SAE). Students have the possibility of working with live animals.
Veterinary Science <b>Code: 02.42400</b>	The agricultural education course in veterinary science covers the basics of animal care. Topics covered include disease, parasites, feeding, shelter, grooming, and general animal care. The target population is career preparatory students desiring to continue education after high school or to enter the workforce after graduation from high school. College preparatory students benefit from the course as an elective if they plan to enter college and pursue a degree to enter the veterinary profession. This course allows students entering the workforce after graduation from high school to develop entry-level skills to become employed and to continue education on the job.
<b>Agricultural Leadership in ... (Animal Production, Horticulture)</b>	
Basic Agricultural Science: <i>Prerequisite</i> <b>Code: 02.47100</b>	We focus heavily on Plant & Soil Science, Animal Science, Forestry, and FFA and Leadership. FFA membership is required as well as a Supervised Agricultural Experience (SAE) Project.
Animal Science and Biotechnology General Horticulture and Plant Science <b>Code: Animal Science and Biotechnology 02.42100</b> <b>General Horticulture and Plant Science 01.46100</b>	See above.
Agribusiness Management and Leadership *Select students only* <b>Code: 01.41200</b>	The Agribusiness Management and Leadership course provides a foundation for students interested in pursuing a degree in agribusiness through post-secondary study or to enter the Agribusiness industry upon graduation from high school. The student will demonstrate competence in the application of principles and practices of agribusiness management and leadership. The course will help students build a strong knowledge base of the agribusiness industry as they study agribusiness types, business management, financial analysis, communications, agricultural law, leadership and teamwork, ethics, and agricultural economics.
<b>Agricultural Mechanics and Metal Fabrication</b>	
Basic Agricultural Science: <i>Prerequisite</i> <b>Code: 02.47100</b>	We focus heavily on Plant & Soil Science, Animal Science, Forestry, and FFA and Leadership. FFA membership is required as well as a Supervised Agricultural Experience (SAE) Project.
Agricultural Mechanics and Technology 1 <b>Code: 01.42100</b>	This laboratory course is designed to provide students with introductory level experiences in selected major areas of agricultural mechanics technology which may include wood working, agricultural structures, electrical wiring, electric arc welding, oxy/fuel cutting and welding processes, and power equipment operation and maintenance. Learning

	activities include information, skill development and problem solving. Classroom and laboratory activities are supplemented through FFA supervised agricultural experiences, leadership programs and activities.
Agricultural Metals Fabrication <b>Code: 01.42400</b>	This course is designed to provide students with a more in-depth study of agricultural metal fabrication. Students interested in agricultural mechanics will have the opportunity to explore the many career possibilities in the field of agricultural metal fabrication. Additionally, hands-on-laboratory activities enhance the classroom learning experience and provide students with the skills needed to participate in Supervised Agricultural Experience Programs and FFA Career Development Events.
<b>Transportation, Distribution, and Logistics</b> <b>Teacher: Mohl</b>	
<b>Program Requirements</b>	
<b>General Automotive Technology</b>	
Automotive Technologies 1 <b>Code: 47.45000</b>	This foundational course in Automotive Technology equips students with essential skills for entry-level automotive technician roles. Through hands-on experience in areas such as tools and equipment, preventative maintenance, shop safety, brakes, and basic engine performance, students gain a comprehensive understanding aligned with ASE standards.
Automotive Technologies 2 <b>Code: 47.45100</b>	This course serves as the second step in the Automotive Technology Pathway, equipping students with essential skills for entry-level automotive technician roles. Students will engage in various topics including automotive preventative maintenance, electrical systems, engine repair, engine performance, and all aligned with ASE standards. The prerequisite for this course is successful completion of Automotive Technologies 1.
Automotive Technologies 3 <b>Code: 47.45200</b>	This course serves as the third installment in the Automotive Technology Pathway, where students acquire essential skills for entry-level automotive technician roles. Participants will engage in topics such as preventative maintenance, brakes, wheels and tires, steering and suspension, wheel alignment, undercar performance, with coursework aligned to ASE standards. The prerequisite for this course is successful completion of Automotive Technologies 2.

<b>Business</b> <b>Teachers: Dr. Mathews and Coley</b>	
<b>Program Requirements</b>	Students are required to dress in Business Casual Attire - once per month. FBLA Membership is \$25.00.
<b>Business and Technology</b>	
Introduction to Business and Technology (IBT) <b>Code: 07.44130</b>	Introduction to Business and Technology (IBT) is the foundational course for the Business and Technology Pathway. Emphasis is placed on developing proficiency in Microsoft Word and presentation skills, equipping students with the tools needed to thrive in various professional settings.
Business and Technology <b>Code: 07.44100</b>	Business and Technology is the second course in the Business and Technology pathway. This course emphasizes mastering spreadsheet applications, particularly Microsoft Excel, and the development of leadership skills essential for making informed business decisions. Students enrolled in this course should have successfully completed Introduction to Business and Technology.
Business Communications <b>Code: 07.45100</b>	Business Communications is the third course in the Business and Technology pathway. Key focuses will include mastering Microsoft PowerPoint, developing effective communication strategies, and enhancing presentation skills. Students enrolled in this course should have successfully completed Introduction to Business and Technology and Business Technology.
<b>Entrepreneurship</b>	
Introduction to Business (IBT) <b>Code: 07.44130</b>	Introduction to Business and Technology (IBT) is the foundational course for the Business and Technology Pathway. The course provides an overview of business and technology skills required for today's business environment. Emphasis is placed on developing proficiency in Microsoft Word and presentation skills, equipping students with the tools needed to thrive in various professional settings.
Legal Environment of Business <b>Code: 06.41500</b>	Legal Environment of Business addresses statutes and regulations affecting businesses, families, and individuals. Students will get an overview of business law while concentrating on the legal aspects of business ownership and management. Legal issues addressed include court procedures, contracts, torts, consumer law, employment law, environmental law, international law, ethics, and the role of the government in business. This is the second course in the pathway.
Entrepreneurship <b>Code: 06.41610</b>	Entrepreneurship Business focuses on recognizing a business opportunity, starting a business, operating and maintaining a business. Students will be exposed to the development of critical thinking, problem solving, and innovation in this course as they will either be the business owner or individuals working in a competitive job market in the future. Integration of accounting, finance, marketing, business management, legal and

	economic environments will be developed throughout projects in this course.
<b>Science, Technology, Engineering, and Mathematics</b> <b>Teacher: Satharla</b>	
<b>Program Requirements</b>	
<b>Engineering and Technology</b>	
Foundations Of Engineering and Technology <b>Code: 21.42500</b>	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.
Engineering Concepts <b>Code: 21.47100</b>	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.
Engineering Applications <b>Code: 21.47200</b>	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.
<b>Education and Training</b> <b>Teacher: Woodson</b>	
<b>Program Requirements</b>	
<b>Early Childhood Care and Education 1</b>	
Early Childhood Education I <b>Code: 20.52810</b>	The Early Childhood Education I course is designed to provide an overview of the expectations and roles of the early childhood educator. The course provides details about childhood development, developmentally appropriate learning environments, and early childhood program management and curriculum to help students understand the exciting and unique opportunities that a career in early childhood education can offer.
Early Childhood Education II <b>Code: 20.42400</b>	The second course of the Early Childhood Education pathway is designed to provide an overview of what early childhood educators do on a daily basis. The course provides details about providing safe environments for children, safety certification, infection control, child abuse and neglect,



	nutrition, observation techniques and assessment, working with children with exceptional needs, and licensing and accreditation to help students understand what is required of early childhood education professionals.
Early Childhood Education Practicum <b>Code: 20.42600</b>	The third course of the Early Childhood Education Education pathway is considered to be a performance based class. Students will participate in a practicum experience at the primary school 2-3 times a week and will complete a portfolio of coursework done throughout the semester to demonstrate what they have learned during their time in the Early Childhood Education pathway.
<b>Teaching as a Profession</b>	
Examining the Teaching Profession (FACS-ETP) <b>Code: 13.01100</b>	The Foundational Course under the Education as a Profession pathway prepares students for future positions in the field of education. Education as a Profession students study, apply, and practice the use of current technologies, effective teaching and learning strategies, the creation of an effective learning environment, the creation of instructional opportunities for diverse learners and students with special needs, and plan instruction based on knowledge of subject matter, students, community, and performance standards.
Contemporary Issues in Education (FACS-CIE) <b>Code: 13.01200</b>	The Secondary Course under the Education as a Profession pathway engages the candidate in observations, interactions, and analyses of critical and contemporary educational issues. The candidate will investigate issues influencing the social and political contexts of educational settings in Georgia and the United States and actively examine education from multiple vantage points. Against this backdrop, the candidate will reflect on and interpret the meaning of education and schooling in a diverse culture and examine the moral and ethical responsibilities of educating in a democracy.
Teaching as a Profession Practicum <b>Code: 13.01300</b>	The practicum offers a candidate in the Teaching as a Profession career pathway a field experience under the direct supervision of a certified teacher (mentor teacher). The practicum stresses observing, analyzing and classifying activities of the mentor teacher and comparing personal traits with those of successful teachers. The candidate intern will develop a portfolio of their skills, plan and teach a lesson or lessons, understand and practice confidentiality as it pertains to the teaching profession, meet the needs of students with special needs, maintain the safety of the students, practice professionalism, and demonstrate ethical behavior. Mastery of standards through project based learning, technical skills practice, and leadership development activities of the career and technical student organization Future Educators of America (FEA) or Family, Career & Community Leaders of America (FCCLA) will provide students with a competitive edge for either entry into the education global marketplace and/or the post-secondary institution of their choice to continue their education and training.

<p align="center"><b>Health Science</b>  <b>Teachers: Ingram and Baisden-Mitchell</b></p>	
<b>Program Requirements</b>	<p>Healthcare Scrubs must be purchased: \$35 and up, lab coats \$20-\$30, and close toe shoes are required.</p> <p>HOSA Membership is required. Dues are \$35</p>
<b>Therapeutic Services/Allied Health and Medicine</b>	
<p>Introduction to Healthcare Science  <b>Code: 25.52100</b></p>	<p>This course will enable students to receive initial exposure to the many Healthcare Science careers as well as employability, communication, and technology skills necessary in the healthcare industry. The concepts of human growth and development, interaction with patients and family members, health, wellness, and preventative care are evaluated, as well as the legal, ethical responsibilities of today's healthcare provider.</p>
<p>Essentials of Healthcare  <b>Code: 25.44000</b></p>	<p>The second course of the healthcare pathway that focuses on Anatomy and Physiology. 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.</p>
<p>Allied Health &amp; Medicine  <b>Code: 25.43700</b></p>	<p>One of the third level courses of the healthcare pathway. Allied Health and Medicine is designed to offer students (preferably upperclassmen: 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.</p>
<b>Therapeutic Services/Patient Care</b>	
<p>Introduction to Healthcare Science  <b>Code: 25.52100</b></p>	<p>This course will enable students to receive initial exposure to the many Healthcare Science careers as well as employability, communication, and technology skills necessary in the healthcare industry. The concepts of human growth and development, interaction with patients and family members, health, wellness, and preventative care are evaluated, as well as the legal, ethical responsibilities of today's healthcare provider.</p>
<p>Essentials of Healthcare  <b>Code: 25.44000</b></p>	<p>The second course of the healthcare pathway that focuses on Anatomy and Physiology. 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.</p>

<p>Patient Care Fundamentals <b>Code: 25.43600</b></p>	<p>One of the third level courses of the healthcare pathway. Allied Health and Medicine is designed to offer students (preferably upperclassmen: 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.</p>
<p align="center"><b>Army JROTC</b> <b>Teachers: S. Howell and Marshall</b></p>	
<p><b>Program Requirements</b></p>	<p>All cadets receive Army Service Dress Uniform (ASU):            Coat (M-\$197.19/F-\$177.61)            Collared Shirt (M-\$22.38/F-\$39.44)            Trousers/Slacks (M-\$82.34/F-\$78.17)            Neck Tie/Tab (M-\$8.75/F-\$14.90)            Black Dress Shoes (M-\$81.27/F-\$62.81)            Black Dress Socks(\$1.23)            Belt (M-7.59/F-\$5.43)            Belt Buckle(M-\$5.69/F\$5.73)            Beret (\$29.73)            White undershirt (\$5.10)</p> <p>Cadets on the Raider Team or attending summer camp receive the Operational Camouflage Pattern (OCP) Uniform            OCP Coat(\$56.67)            OCP Trousers(\$57.30)            OCP Cap (\$9.93)            Riggers Belt (\$5.38)            Coyote Combat Boots (\$116.80)            Coyote T-Shirt (\$5.65)            Boot Socks (\$1.74)</p> <p>The ASU must be returned at the end of the semester Dry Cleaned (@\$20.00) and ready to issue to the next cadet.</p> <p>The OCP uniform must be laundered and returned at the end of Raider Season or Summer Camp.</p> <p>Students sign a hand receipt for these items when they are issued and any student who fails to turn in any or all items receives a student debt in the amount of the item to be paid before receiving their diploma or transferring their records. Uniforms not turned in with a dry cleaning receipt will be charged a student debt for laundering.</p>
<p align="center"><b>JROTC Pathway</b></p>	

JROTC LET 1- The Emerging Leader <b>Code: 28.03100</b>	This class mainly focuses on Physical fitness, discipline and Uniform inspections. Physical fitness promotes overall health and fitness. Discipline is a foundation principle in JROTC, aimed at self control and accountability.
JROTC LET 2- The Developing Leader <b>Code: 28.03200</b>	LET 2 cadets will take on increased leadership roles and responsibility, while continuing to develop discipline and physical fitness. It is a pivotal year for students to build confidence and prepare for more advanced roles in the program.
JROTC LET 3-The Supervising Leader <b>Code: 28.03300</b>	Cadets will learn to lead meetings, plan projects, conduct continuous improvement, managing resources, and supervising. Cadets will lead platoon level drill and ceremony and rigorous physical training. Cadets are expected to be leaders among their peers.
JROTC LET 4- The Managing Leader <b>Code: 28.03400</b>	This class is for cadets who have excelled in JROTC and have the will and compassion to teach younger cadets. LET 4 cadets must be independent learners to keep up with the curriculum while at the same time serving in key positions on the battalion's command and staff. This course prepares cadets for life after high school, teaches more advanced elements of team building, and how to manage service learning.
<b>Information Technology</b> <b>Teacher: Dr. P. Howell</b>	
<b>Program Requirements</b>	
<b>Computer Science</b>	
Introduction to Digital Technology <b>Code: 11.44600</b>	This course is designed for students to understand, communicate, and adapt to a digital world as it impacts their personal life, society, and 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.
Computer Science Principles <b>Code: 11.47100</b>	Computer Science Principles is an introductory course that teaches students the fundamentals of computer science. It covers topics such as algorithms, programming, and the impact of computing on society. Topics covered are algorithms and programming, data analysis, computing systems, societal impact, and computational thinking.
AP Computer Science A <b>Code: 11.01900</b>	AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of

	algorithms and programs. Students also explain how computing innovations and computing systems—including the internet—work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical.
AP Computer Science Principles <b>Code: 11.01600</b>	The Georgia AP Computer Science Principles course is designed as an introductory, college-level course that provides a broad overview of computer science concepts and their real-world applications. It focuses on computational thinking, programming, and the impact of computing on society, encouraging students to explore how technology can solve problems and drive innovation.
<b>Marketing Teacher: VACANT</b>	
<b>Program Requirements</b>	
<b>Marketing and Management</b>	
Marketing Principles <b>Code: 08.47400</b>	Marketing Principles is the foundational course for the Marketing and Management Pathway. Marketing Principles addresses all the ways in which marketing satisfies consumer and business needs and wants for products and services. 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 <b>Code: 08.44100</b>	Marketing and Entrepreneurship is the second course in the Marketing and Management 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.
Marketing Management <b>Code: 08.44200</b>	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.
<b>Audio-Video Technology &amp; Communications Teacher: Mr. Bacon</b>	

Program Requirements	
Audio and Visual Technology Pathway	
Audio and Video Technology and Film Code: 10.51810	Audio and Video Technology and Film is a pathway that teaches all aspects of video production from pre-production, production, and postproduction, including theory and practical application. Students will have the opportunity to participate in various types of broadcast/video production from events and commercials to mini-movies and documentaries.
Audio-Video Technology and Film II Code: 10.51910	
Audio-Video Technology and Film III Code: 10.52010	
Hospitality and Tourism Teacher: N. Green	
Program Requirements	
Culinary Arts	
Introduction to Culinary Arts Code: 20.53100	The Culinary Arts pathway introduces 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. Courses also provide an overview of the professionalism in the culinary industry and career opportunities leading into a career pathway in culinary arts.
Culinary Arts I Code: 20.53210	
Culinary Arts II Code: 20.53310	
South GA Technical College (SGTC) Dual Enrollment on the SCHS Campus Teacher: TBD from SGTC	
Heavy Equipment Operation	
Heavy Equipment Operation Code: TBD	The program is designed to prepare students for careers in the heavy equipment service and repair profession and emphasizes a combination of heavy equipment, engines and a minor emphasis on marine propulsion

	systems and power generator repair theory and practical application necessary for successful employment.
Industry Fundamentals and Occupational Safety <b>Course Number 46.54500</b>	This course is designed as the foundational course in the Carpentry, Plumbing, Electrical, Masonry, Machining, Welding, Sheet Metal, Heating, Ventilation, Air Conditioning and HVACR Electrical pathways to prepare students for pursuit of any career in construction.
Introduction to Heavy Equipment <b>Course Number 46.59000</b>	This course is preceded by the Occupational Safety and Fundamentals course. This course offers an opportunity for students to build on their knowledge and skills developed in Industry Fundamentals and Occupational Safety. It introduces them to heavy equipment operations and is also the second step towards gaining a Level One Industry Certification in Heavy Equipment Operations.
Heavy Equipment Operations I <b>Course Number 46.59100</b>	This course is preceded by Introduction to Heavy Equipment Operations and is the third of three courses that provides the student a solid foundation in heavy equipment skills and knowledge. As the third step in gaining a Level One Industry Certification in heavy equipment operations, the course builds on the concepts related to earthmoving as well as reading and using blueprints and specifications related to grading and grade calculations.
<b>Work Based Learning 11th and 12th Grade Only</b>	
<b>Program Requirements</b>	\$20 WBL Fee- covers cost of meal for yourself and your employer at the end of year WBL Banquet.
<b>Work Based Learning</b>	
Work Based Learning	Work-Based Learning Programs (WBL) are a continuum of awareness, exploration, preparation, and training activities, including developing employability and technical skills that support success in careers and postsecondary education. Structured learning and authentic work experiences are implemented through an education and industry partnership. Students have the opportunity to connect what they learn in school with worksite application, enabling a smooth transition into the work force and/or education beyond high school. Work-Based Learning activities culminate in an assessment and recognition of acquired knowledge and skills.

## **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/CREDIT REPAIR PROGRAM**

The Credit Recovery Program offers students the opportunity to recover a failing grade of 65 - 0 and LOA through online Edgenuity courses. 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 allow flexibility in a student's schedule.
- Credit Recovery allows students to get the credits necessary to stay on pace for graduation.

The Credit Repair Program offers students the opportunity to repair a failing grade of 65 - 69. Students must complete assigned units as determined by a content area specialist in Edgenuity. The original failing grade is replaced on the student transcript.

## **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. The following pathways are currently offered during the school day on the South Georgia Technical College campus:

- Culinary Art
- Criminal Justice
- Barbering
- Nail Technician

In addition to these pathways, students can select other certificate and/or degree level courses. 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.
5. Submit a signed SCHS Dual Enrollment Contract.

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

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

\*Testing requirements (ACT or SAT or Accuplacer) may be mandated for admission to participate in the Dual Enrollment program for both South Georgia Technical College (SGTC) and Georgia Southwestern State University (GSW).

