Championing students through developing character, ensuring competency, and providing rigor!

The Hall County School District is committed to... developing LIFE READY GRADUATES!
<table>
<thead>
<tr>
<th>School</th>
<th>Programs of Choice</th>
<th>Career Technology Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cherokee Bluff High School</td>
<td>LEGACY Program and AP Capstone Program</td>
<td>Animation &amp; Digital Media, Criminal Justice with Forensics, Engineering, Government &amp; Public Administration, Health Science, Information Technology, Marketing, Metals Technology and Workforce Ready</td>
</tr>
<tr>
<td>Johnson High School</td>
<td>Johnson International Scholars Academy (JISA) and International Baccalaureate (IB) Diploma Program</td>
<td>Audio-Video Technology, Business, Construction, Cybersecurity, Education &amp; Training, Graphic Arts, Health Science, and Information Technology</td>
</tr>
<tr>
<td>Chestatee High School</td>
<td>Renaissance Academy for Creative Enterprises (RACE), and AP Capstone Program</td>
<td>Audio-Video Technology, Automotive, Construction, Graphic Arts, Health Science, Information Technology, and Marketing</td>
</tr>
<tr>
<td>Lanier College Career Academy</td>
<td>Part-time CTAE Pathways, Full-time Specialized Career-Ready Programs of Choice, and Dual Enrollment Opportunities</td>
<td>Agriculture Mechanics, Cosmetology, Culinary Arts, Government &amp; Public Administration, Hospitality &amp; Tourism, HVAC and Workforce Ready</td>
</tr>
<tr>
<td>East Hall High School</td>
<td>Endless Possibilities in Creativity and Collaboration (EpicC) Academ and Navy Junior ROTC Program</td>
<td>Agriculture/Horticulture, Business, Graphic Arts, Health Science, Navy ROTC, Transportation and Workforce Ready</td>
</tr>
<tr>
<td>Flowery Branch High School</td>
<td>STEAM (Science, Technology, Engineering, Arts and Mathematics) Academy and AP Capstone Program</td>
<td>Education &amp; Training, Engineering, Family Consumer Science, Graphic Arts, Health Science, Information Technology, Marketing, Metals Technology and Workforce Ready</td>
</tr>
<tr>
<td>West Hall High School</td>
<td>Innovation Institute (i2), International Baccalaureate (IB) Diploma Programme and International Baccalaureate (IB) Career Related Programme</td>
<td>Audio-Video Technology, Construction, Education &amp; Training, Graphic Arts, Health Science, Information Technology, Manufacturing, Marketing, and Workforce Ready</td>
</tr>
</tbody>
</table>
Character, Competency, Rigor...For All is the mission of Hall County Schools. With foundational philosophies of continuous improvement and leading by example, we commit to utilize all of our abilities to accomplish the task before us. Additionally, it will take our entire community, working together to fully develop our most precious resource, the students of Hall County Schools. We believe our role is to fully support local families on this most important journey. In these unprecedented and exciting times, I encourage our students and their families to fully explore all of the opportunities our high school programs provide. As always, feel free to contact us with questions or ideas for improvement.

Will Schofield
Superintendent

Purpose of this Guide

The purpose of this course catalog is to help you and your parents develop an understanding of the high school program and course offerings at Hall County High Schools during the upcoming school year.

It is the goal of our schools to offer a challenging academic program for every student. Society demands that young adults be well prepared academically if they are to function as successful citizens of the community. The decisions you make today will affect you for the rest of your life. You must select those courses which challenge and prepare you to live in a modern technological society.

Students who plan to attend college should select the most rigorous courses available. Doing so will place them in position to be successful at the post-secondary level. Please examine all the requirements of potential colleges and universities of your choice. Consider taking Advanced Placement, International Baccalaureate and Dual Enrollment college classes if at all possible. These classes are most heavily weighted for G.P.A. and are highly regarded by college admissions officers. Regardless of your individual choice of college, technical training, certification, military training or immersion in the workforce, all students should develop a six-year plan that includes high school and at least two additional years of study or training. Consider your strengths, interests, goals, and aspirations as you prepare for this most important and significant part of your life.

All students are encouraged to familiarize themselves with all aspects of this course description guide. When selecting high school courses of study, we ask students, in consultation with their parents, to consider their career, academic and extra-curricular interests. Your teachers, principals, counselors, district administrators, and Board of Education are ready to assist and provide you with the guidance necessary to help you plan your secondary and post-secondary studies.

Using the Six-Year Plan

All students should develop a six-year graduation plan that begins with grade eight and ends after one year of post-secondary education. The plan should take into consideration the graduation requirements, the student’s career interests and post-high school plans, as well as the student’s abilities and interests. We encourage students and parents to read this guide carefully and develop an appropriate plan of courses.

When creating the six-year plan, students should gather results of their most recent career interest inventories, or at least an interest inventory that has been completed in the past two years. Students should then attend advisement sessions to learn more about graduation requirements and course sequence options required for a high school diploma. Parents should also attend information sessions offered by counselors and other advisors at the school. Current teachers should be consulted for their recommendations concerning course selection and readiness for the most rigorous courses available. Finally, while high school counselors, teachers and advisors will assist with this planning, the final decisions in requesting courses are reserved for students and parents.

Every effort is made to present accurate and current information; however, Georgia law, Georgia Department of Education guidelines, local policy or other critical information may need to be added, omitted, or changed. Hall County Schools reserves the right to amend any and all information contained herein at any time deemed appropriate. Addendums will be distributed through the school counseling department.
Shown below are Georgia’s High School Graduation requirements. All requirements must be met to earn a High School Diploma. A course shall count only once for satisfying any credit required for graduation. Selected course substitutions have been approved by the Georgia State Board of Education. See your counselor to determine if course substitutions are appropriate for your plan of study.

<table>
<thead>
<tr>
<th>Graduation Requirements</th>
<th>Students Entering High School in August 2012 or Later</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English/Language Arts</strong></td>
<td>4 units</td>
</tr>
<tr>
<td></td>
<td>Must include</td>
</tr>
<tr>
<td></td>
<td>9th Grade Literature &amp; American Literature</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>3 Units</td>
</tr>
<tr>
<td></td>
<td>Must include</td>
</tr>
<tr>
<td></td>
<td>World History, US History, Government, and Economics</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>4 Units</td>
</tr>
<tr>
<td></td>
<td>Must include</td>
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<td></td>
<td>PLUS</td>
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<tr>
<td></td>
<td>one additional 9-12/AP/IB/DE math course</td>
</tr>
<tr>
<td></td>
<td>OR</td>
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<tr>
<td></td>
<td>GSE Algebra I, GSE Geometry, and GSE Algebra II</td>
</tr>
<tr>
<td></td>
<td>PLUS</td>
</tr>
<tr>
<td></td>
<td>one additional GSE/AP/IB/DE math course</td>
</tr>
<tr>
<td></td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>GSE Accelerated Algebra I/Geometry A,</td>
</tr>
<tr>
<td></td>
<td>GSE Accelerated Geometry B/Algebra II, GSE Precalculus</td>
</tr>
<tr>
<td></td>
<td>PLUS</td>
</tr>
<tr>
<td></td>
<td>one additional GSE/AP/IB/DE math course</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>4 Units</td>
</tr>
<tr>
<td></td>
<td>Must include</td>
</tr>
<tr>
<td></td>
<td>Physical Science or Physics; Biology; Chemistry, Earth Systems, Environmental Science or AP/Ib courses</td>
</tr>
<tr>
<td></td>
<td>PLUS</td>
</tr>
<tr>
<td></td>
<td>one additional Science course</td>
</tr>
<tr>
<td><strong>Health &amp; Personal Fitness</strong></td>
<td>1 Unit</td>
</tr>
<tr>
<td></td>
<td>Must include</td>
</tr>
<tr>
<td></td>
<td>½ unit of each</td>
</tr>
<tr>
<td><strong>Modern Languages</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Career, Technical and Agriculture Education (CTAE)</strong></td>
<td>3 Units</td>
</tr>
<tr>
<td></td>
<td>(any combination)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>*Students planning to attend most post-secondary institutions must take two units of the same modern language.</td>
<td></td>
</tr>
<tr>
<td><strong>Fine Arts, CTAE, and/or Modern Languages</strong></td>
<td>4 Units</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>4 Units</td>
</tr>
<tr>
<td><strong>Total Units Required</strong></td>
<td>23 Units</td>
</tr>
</tbody>
</table>

NOTE: Beginning in school year 2013-2014, Georgia State Board Rule 160-5-1-.15 allows students to earn course credit in high school courses for which there is an associated Milestones End of Course Test. Students may demonstrate subject area competency and earn course credit by scoring “Distinguished Learner” on the EOC Test. This process for earning course credit is identified as “testing-out.” Students may not be enrolled in or previously enrolled in the course in which the “Test-Out” is attempted. A test fee is required. Contact the school counselor to learn more about the “Test-Out” requirements.
The Six-Year Plan takes into consideration your academic abilities, career goals, interests, and plans for additional education beyond high school. The purpose of the plan is to familiarize you with graduation requirements and to get you thinking about life after high school . . . what you want to do with your future, where you want to go, and what you need to do in high school to make it happen.

Each spring, you will register for classes for the next year. Your teachers will advise you about a recommended course selection and level of difficulty based on your prior academic performance. As a result, your initial plan might change with future registrations. While teachers, counselors, advisors, and administrators will make every effort to give you the best advice, ultimately, you are responsible for taking the correct courses for graduation. Make sure your parents know your plans and keep them updated on your progress toward meeting requirements for graduation. Talk to your counselor or advisor if you have any questions. The following list of required courses and course sequence may be modified to accommodate special circumstances. However, the majority of students will adhere to the course sequences listed below. Unless noted, you would take a full year (1 credit) of the designated course.

**Career Clusters/Pathways**
Georgia students will choose a Career Cluster/Pathway. Under this model, you – with the help of parents, teachers and guidance counselors – will choose a Pathway in one of 17 Career Clusters, and/or in the areas of Advanced Academics, World Language, or Fine Arts. You can select your Pathway based on what you want to do after graduation and take a core set of classes and electives based on your chosen field. You have the freedom to switch Pathways or Clusters if you discover a particular area is not your passion. You can choose Pathways that lead to two-year, four-year, or technical colleges, or directly into a career of your choice.

*The Six-Year Plan Worksheet is found on the following page.*

### Language Arts – 4 units
- 9th Grade Literature and Composition*
- American Literature/Composition*
- Multicultural Literature/World Literature/British Literature
- AP/IB/DE ELA courses

### Mathematics – 4 units
- GSE Algebra I/Algebra: Concepts and Connections*
- GSE Geometry/Geometry: Concepts and Connections*
- GSE Algebra II/Advanced Algebra: Concepts and Connections*
- GSE/9-12/AP/IB/DE math courses

### Science – 4 units
- Biology*
- Physical Science or Physics*
- Chemistry, Earth Systems or Environmental Science
- Other Physical or Life Science Courses
Or AP/IB/DE Courses

### Social Studies – 3 units
- World History*
- US History*
- American Government (1/2 unit)*
- Economics (1/2 unit)*

### Health and Physical Education – 1 unit
- Personal Fitness (1/2 unit)* and
- Health (1/2 unit)* or JROTC (3 units)

### CTAE, Fine Arts, Modern Language – 3 units
- Any CTAE, Fine Arts or Modern Language courses may be selected

*CTAE – Career Technical & Agricultural Education*

### Additional Required Electives – 4 units
- Any combination of courses may be selected.

*Required courses for graduation*
Hall County Schools  
**TENTATIVE SIX-YEAR PLAN OF STUDY FOR STUDENTS**

Student ________________________________________________________    Student Number _________________________________________________________________
Teacher/Advisor _________________________________________________   Academic &/or Career/Technical Education Pathway ____________________________________
Student Signature ________________________________________________   Date Plan Completed ______________________________________________________________

### GRADUATION REQUIREMENTS

Students are **required** to earn 23 Carnegie units in order to receive a regular high school diploma.

<table>
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<tr>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits Required</td>
<td>4 units – must include 9th Grade Literature &amp; American Literature plus two additional GSE/AP/IB/DE courses</td>
<td>4 units – must include GSE Algebra I/Algebra: Concepts and Connections, GSE Geometry/Geometry: Concepts and Connections, GSE Algebra II/Advanced Algebra: Concepts and Connections plus one additional GSE/9-12/AP/IB/DE math course</td>
<td>4 units – must include Physical Science or Physics; Biology; Chemistry, Earth Science or AP/IB/DE courses</td>
<td>3 units – must include World History, US History, Economics &amp; Government</td>
<td>1 unit – must include ½ unit of Health and ½ unit of Personal Fitness</td>
<td>3 units – any combination; two units of Modern Language required for most four-year post-secondary institutions</td>
<td>4 units</td>
<td>23 Units</td>
</tr>
</tbody>
</table>

### MY CHOICES

<table>
<thead>
<tr>
<th>8th Grade</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
<th>Post-Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Record Carnegie unit courses earned</td>
<td>For promotion to 10th grade: 6 credits</td>
<td>For promotion to 11th grade: 12 credits*</td>
<td>For promotion to 12th grade: 18 credits**</td>
<td>23 credits required in order to receive a high school diploma (refer to chart above)</td>
<td>Record courses taken and earned through Dual Enrollment.</td>
</tr>
</tbody>
</table>

**8th Grade**
- ELA ___________________
- MA ___________________
- SC ___________________
- HPE ___________________
- CTAE ___________________
- FA ___________________
- ML ___________________
- Other _________________
- Other _________________

**9th Grade**
- ELA ___________________
- MA ___________________
- SC ___________________
- SS ___________________
- HPE ___________________
- CTAE ___________________
- FA ___________________
- ML ___________________
- Other _________________
- Other _________________

**10th Grade**
- ELA ___________________
- MA ___________________
- SC ___________________
- SS ___________________
- HPE ___________________
- CTAE ___________________
- FA ___________________
- ML ___________________
- Other _________________
- Other _________________

**11th Grade**
- ELA ___________________
- MA ___________________
- SC ___________________
- SS ___________________
- HPE ___________________
- CTAE ___________________
- FA ___________________
- ML ___________________
- Other _________________
- Other _________________

**12th Grade**
- ELA ___________________
- MA ___________________
- SC ___________________
- SS ___________________
- HPE ___________________
- CTAE ___________________
- FA ___________________
- ML ___________________
- Other _________________
- Other _________________

**Post-Secondary**
- ELA ___________________
- MA ___________________
- SC ___________________
- SS ___________________
- HPE ___________________
- CTAE ___________________
- FA ___________________
- ML ___________________
- Other _________________
- Other _________________
Hall County Schools
Frequently Asked Questions

What is a Program of Choice?

Hall County School District currently has a variety of choice programs at the high school level. Programs of Choice are designed to match students with clearly defined strengths, interests, abilities, and goals with specialized programming options that focus on those traits. Interested students submit applications, and the most highly qualified students are invited to participate in the Program of Choice.

- Leadership, Experience, Grit, Achievement, Character, and Youth-led acts of service (LEGACY) Program and AP Capstone at Cherokee Bluff High School
- Renaissance Academy for Creative Enterprises (RACE) and AP Capstone at Chastee High School
- Endless Possibilities in Creativity and Collaboration (EPiCC) Academy and Navy ROTC at East Hall High School
- Science, Technology, Engineering, Arts and Math (STEAM) and AP Capstone at Flowery Branch High School
- Johnson International Scholars Academy (JISA) and International Baccalaureate (IB) Diploma Programme at Johnson High School
- ATLAS and STEM Academies and International Baccalaureate (IB) Diploma Programme at North Hall High School
- Innovation Institute (i²), International Baccalaureate (IB) Diploma Programme, International Baccalaureate (IB) Career Related Programme at West Hall High School
- The Honors Mentorship Program (HMP) is a district-wide program for high-achieving 11th and 12th grade students who desire a challenging career internship experience
- Howard E. Ivester Early College is available to all Hall County High School students accepted into Lanier Technical College, University of North Georgia, Brenau University, and/or the University of Georgia's College of Ag/Environmental Sciences
- Lanier College Career Academy (LCCA) provides specialized part-time career ready pathways, post-secondary Dual Enrollment certificate opportunities, and a full-time Specialized Career-Ready Program of Choice to students from all high schools
- Hall County Virtual Program of Choice offers a fully-virtual instructional program for students in grades 3-12

What are “levels” of academic classes?

Level 1 - Classes: These courses are designed for students who perform at grade level. Classes are designed for students who may be college-bound or who may enter the workforce directly after high school. Students interested in attending “selective” colleges/universities should strongly consider enrolling in Level 2 or 3 courses to demonstrate the ability to achieve in courses with increased rigor.

Level 2 - Honors/Accelerated Classes/Dual Enrollment Non-Core 1000 level courses*: These classes differ from Level 1 courses in at least three important ways:
- The objectives to be achieved tend to be more complex and are to be accomplished at a more rapid pace.
- In-class activities and assignments require a greater complexity of thought, a greater degree of independent inquiry, and a greater degree of sophistication in writing, research, and problem-solving skills.
- Course materials tend to be more demanding.

Dual Enrollment Non-Core 1000 level courses include courses in departments other than English, Mathematics, Science, Social Studies and Modern Language.

Level 3 – Advanced Placement/International Baccalaureate/Dual Enrollment Core/Dual Enrollment Non-Core courses at 2000 level or higher*: The Advanced Placement (AP) curriculum is defined by The College Board and is designed to prepare students for The College Board AP exams. AP courses are college-level courses. Students who achieve set scores on AP exams may earn college credit.

There are three International Baccalaureate (IB) World Schools in Hall County Schools: Johnson High School, North Hall High School, and West Hall High School. All three IB high schools are schools of choice with a competitive application process. IB World Schools share a common philosophy – a commitment to a high quality, challenging international education. Students who achieve set scores on IB exams may earn college credit.

Dual Enrollment courses are college/university/technical courses taken at the post-secondary campus, the Ivester Early College campus, Lanier College and Career Academy campus, or online following acceptance to the post-secondary institution. Dual Enrollment core courses include all English, Math, Science, Social Studies and Modern Language courses. Dual Enrollment Non-Core 2000 level courses include courses in departments other than English, Mathematics, Science, Social Studies and Modern Language.
How can levels of academic classes affect my GPA (Grade Point Average)?

The quality point system is used to determine the weighted and unweighted GPA (traditional 4.0 scale). The weighted quality point system is used to recognize and reward the student who takes more rigorous, challenging, and demanding courses. Additional quality points are awarded to the weighted GPA for International Baccalaureate, Advanced Placement, Dual Enrollment, Honors and Accelerated courses. For each course, up to one full quality point is added to the student’s grade point average calculation and will be reflected in the weighted GPA on the student’s transcript. The weighted GPA is used to determine class rank.

The unweighted GPA (traditional 4.0 scale) reflects a calculation for which no additional quality points are included for Level 2 and/or Level 3 classes. All courses taken count equally in the unweighted GPA calculation in which Level 1 weights are applied.

Calculation of Course Average
The course grade is a cumulative average of all graded work completed during the course. Final exams or state-required Milestones End-Of-Course tests (EOCs) count as 20% of the course grade with other graded work accounting for 80% of the grade. Carnegie units will be awarded based upon course grades at the end of the course.

Conversion of Final Numeric Grade to Quality Points

<table>
<thead>
<tr>
<th>Final Numeric Course Grade</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AP/IB/DE Core / DE Non-Core courses at 2000 level or higher**</td>
<td>Honors/ Accelerated/ DE Non-Core 1000 level courses**</td>
<td>All other courses</td>
</tr>
<tr>
<td>90 – 100</td>
<td>5.0</td>
<td>4.5</td>
<td>4.0</td>
</tr>
<tr>
<td>80 – 89</td>
<td>4.0</td>
<td>3.5</td>
<td>3.0</td>
</tr>
<tr>
<td>70 – 79</td>
<td>3.0</td>
<td>2.5</td>
<td>2.0</td>
</tr>
<tr>
<td>BELOW 70</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>&lt;70 with earned credit*</td>
<td>2.0</td>
<td>1.5</td>
<td>1.0</td>
</tr>
</tbody>
</table>

NOTE: AP = Advanced Placement, IB = International Baccalaureate, DE = Dual Enrollment

*Quality Points will be applied to GPA calculations when the transferring institution awards credit for numerical scores below 70.

**DE Courses must be from GSFC Dual Enrollment Approved Course Directory.

What is the “Test-Out” option?

Beginning in school year 2013-2014, Georgia State Board Rule 160-5-1-.15 allows students to earn course credit in high school courses for which there is an associated Milestone End of Course Test. Students may demonstrate subject area competency and earn course credit by scoring “Distinguished Learner” on the EOC Test. This process for earning course credit is identified as “testing-out.”

Students must meet predetermined eligibility criteria to qualify for “testing-out.” Students may not be enrolled in or previously enrolled in the course in which the “Test-Out” is attempted. See the high school counselor for the complete list of criteria, related procedures and application. Each test-out attempt incurs a $50 test fee required before testing. This fee is refundable only when the score earned on the EOCT is “Distinguished Learner” and the student accepts the course credit using the test-out option. NCAA does not accept high school credits earned by “test-out.”

What is Dual Enrollment?

The Dual Enrollment program provides funding for Hall County High School students to take approved college-level coursework for credit towards both high school and college graduation requirements. Dual Enrollment classes are available at the college campus, Lanier College Career Academy and Howard E. Ivester Early College.

The program is offered during all terms of the school year; fall, spring and summer semesters or fall, winter, spring, and summer quarters. See your Counselor or visit https://www.gafutures.org/hope-state-aid-programs/scholarships-grants/dual-enrollment/ for more program details and eligibility requirements.
What programs are available at Lanier College & Career Academy (LCCA)?

CTAE Courses and Pathways

Lanier College Career Academy is an innovative school that serves the high schools in Hall County, providing students with a passion for careers in the hospitality, culinary arts, cosmetology, marketing, agricultural mechanics and heating/ventilation/air conditioning/refrigeration (HVAC) industries. LCCA provides students the opportunity to learn in a real work environment, helping to manage and run one of eight businesses: Corner Cafe coffee shop, Bistro fine dining restaurant, Meeting & Events conference center, Catering @ The Oaks, Design 360 personalized promotions lab, Get Gifted gift shop, MetalWood Designs, or Reflections Salon and Spa.

Upon completion of their high school specialized career pathway at LCCA, students also have the opportunity to extend their learning beyond high school and start earning college credit through Dual Enrollment with Lanier Technical College. The campus of LCCA is a satellite campus for Lanier Technical College and currently offers several technical college certificate programs on-site in partnership with Lanier Technical College: Esthetics, Prep Cook, Food Production Worker, Basic Shielded Metal Arc Welder, Gas Metal Arc Welder, Shampoo Tech, Criminal Justice, Early Childhood, Industrial Electrician, etc. Once students graduate from high school, they may continue with Lanier Technical College at the Gainesville Campus and work further towards earning their specialized college degree/diploma.

See the school counselor to discuss specific CTAE courses and pathway options available at LCCA. Also, please see the counselor concerning Dual Enrollment certificate options at LCCA.

Extended Instructional Programs

High School summer classes are available through Lanier College Career Academy’s summer school program. This program utilizes self-paced, online courses that can be completed through a combination of at home and on campus learning.

What is Ivester Early College?

Hall County’s Howard E. Ivester Early College (IEC) is an innovative way for high school students to earn a high school diploma while also earning college credits. Hall County Schools partners with Lanier Technical College (LTC), the University of North Georgia (UNG), Brenau University and the University of Georgia’s College of Ag/Environmental Sciences (CAES) to provide unique access to Georgia’s Dual Enrollment program.

LTC, UNG, and Brenau professors teach courses on the Howard E. Ivester Early College campus while CAES courses are taught on UGA’s Athens campus, and transportation is provided for all students during the school day. Unique to this program is that all students are offered learning supports that include tutoring, career guidance, and personalized planning to meet college and career goals. These supports are vital components towards IEC’s 99+% student class pass rate.

Students have the opportunity to take multiple LTC/UNG/Brenau/CAES courses per semester at the Howard E. Ivester campus in combination with classes at their high school campus, Work-Based Learning, Honors Mentorship, or main college campuses. Dual Enrollment funds cover all tuition, textbooks, and mandatory fees for each course up to 30 hours. Some courses with labs (Nurse Aide, Biology, etc.) may require that students purchase course supplies. In order to ensure that every student has access to required technology, Hall County Schools offers a Chromebook for students to use while taking specific core academic and certificate courses at IEC. See your Counselor for program details and eligibility requirements.

In 2022-23, we began a unique partnership between the University of Georgia and Ivester Early College, through the College of Agricultural and Environmental Sciences (CAES): The CAES-Ivester Rising Scholars Program (CAES-IRSP). This program is ideal for high-achieving students with academic and career interests in the Agricultural and Environmental Sciences.

The Ivester Healthcare Scholars Program of Choice provides Dual Enrollment and practical learning, experiences for advanced scholars who have demonstrated a focused interest in healthcare fields. Students will engage in rigorous academic classes, unique mentorships, research / internship opportunities, and service applications in a 2-year program. This Hall County Schools POC is made possible through our continued partnerships with Brenau University, Lanier Technical College, the University of North Georgia and the Ivester College of Health Sciences at Brenau University.
Begin TODAY planning for TOMORROW!
Middle School Course Descriptions

The following list of course descriptions are offered in Hall County middle schools. However, some courses may not have sufficient enrollment to justify instruction each school year.

*Carnegie Unit course for high school credit.

<table>
<thead>
<tr>
<th>ENGLISH/LANGUAGE ARTS</th>
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**Language Arts/Grade 6**  
Language Arts/Grade 6 (ADV)  
CIP #: 23.01100  
Prerequisite: Teacher recommendation for Honors  

Description: The Georgia Standards of Excellence require that students gain, evaluate, and present increasingly complex information, ideas and evidence through listening and speaking as well as through media. The standards recognize that students must be able to use formal English in their writing and speaking but that they must also be able to make informed, skillful choices among the many ways to express themselves through language. The standards continue to increase in rigor throughout the middle grade years to create a smooth transition into high school.

**Language Arts/Grade 7**  
Language Arts/Grade 7 (ADV)  
CIP #: 23.01200  
Prerequisite: Teacher recommendation for Honors  

Description: The Georgia Standards of Excellence require that students gain, evaluate, and present increasingly complex information, ideas and evidence through listening and speaking as well as through media. The standards recognize that students must be able to use formal English in their writing and speaking but that they must also be able to make informed, skillful choices among the many ways to express themselves through language. The standards continue to increase in rigor throughout the middle grade years to create a smooth transition into high school.

**Language Arts/Grade 8**  
Language Arts/Grade 8 (ADV)  
CIP #: 23.01300  
Prerequisite: Teacher recommendation for Honors  

Description: The Georgia Standards of Excellence require that students gain, evaluate, and present increasingly complex information, ideas and evidence through listening and speaking as well as through media. The standards recognize that students must be able to use formal English in their writing and speaking but that they must also be able to make informed, skillful choices among the many ways to express themselves through language. The standards continue to increase in rigor throughout the middle grade years to create a smooth transition into high school.

**Ninth Grade Literature/Composition**  
Carnegie Unit 1 Unit  
Ninth Grade Literature/Composition (Honors)  
CIP #: 23.06100  
Prerequisite: Teacher recommendation for Honors  
Credit Type: L1 or L2; Required for students enrolling in ninth grade for the first time in 2008 or later; core or elective credit for all other students.

Description: Integrates writing, grammar and usage, literature, speaking, listening, and critical thinking skills; develops understanding of both structure and meaning of a work of literature, as well as an understanding of the process of interpreting a text; develops competency in technical writing to write coherent and focused texts to convey a well-defined perspective or tightly-reasoned argument.
*Approval by GaDOE of math courses for the 2023-24 school year will be reflected in the planning guide as the GaDOE releases additional math course information.

Mathematics/Grade 6
Mathematics/Grade 6 (ADV)
CIP #: 27.02100
Prerequisite: Teacher recommendation for Honors

Description: In Grade 6, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

Mathematics/Grade 7
Mathematics/Grade 7 (ADV)
CIP #: 27.02200
Prerequisite: Teacher recommendation for Honors

Description: In Grade 7, instructional time should focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two and three-dimensional shapes to solve problems involving area, surface area, and volume, and (4) drawing inferences about populations based on samples.

Mathematics/Grade 8
Mathematics/Grade 8 (ADV)
CIP #: 27.02300
Prerequisite: Teacher recommendation for Honors

Description: In Grade 8, instructional time should focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Algebra: Concepts and Connections
1 Unit
Algebra: Concepts and Connections (Honors)*
CIP #: 27.08110
Prerequisite: This course is designed for students who have successfully completed Kindergarten through 8th grade mathematics.
Credit Type: L1 or L2; Required for students entering ninth grade in 2023-2024 or later

Description: This course is designed as 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.
Science/Grade 6
Science/Grade 6 (ADV)
CIP #: 40.06100
Prerequisite: Teacher recommendation for Honors

Description: The Sixth Grade Georgia Standards of Excellence for science are designed to give all students an overview of common strands in earth science including, but not limited to, meteorology, geology, astronomy, and oceanography.

Science/Grade 7
Science/Grade 7 (ADV)
CIP #: 26.01100
Prerequisite: Teacher recommendation for Honors

Description: The Seventh Grade Georgia Standards of Excellence for science are designed to give all students an overview of common strands in life science including, but not limited to, diversity of living organisms, structure and function of cells, heredity, ecosystems, and biological evolution.

Science/Grade 8
Science/Grade 8 (ADV)
CIP #: 40.01700
Prerequisite: Teacher recommendation for Honors

Description: The Eighth Grade Georgia Standards of Excellence for science are designed to give all students an overview of common strands in physical science including, but not limited to, the nature of matter, conservation of energy, energy transformations, conservation of matter, kinematics, and dynamics. These standards are not intended in any way to take the place of the high school physical science standards.

Physical Science
Physical Science (Honors)
CIP #: 40.01100
Prerequisite: Teacher recommendation for Honors
Credit Type: L1 or L2
Description: Promotes science process skills through study of properties of matter, atomic theory, chemical symbol, stoichiometry, periodic table, organic chemistry, energy, mechanics, waves and energy transfer, electricity and magnetism.
Social Studies/Grade 6  
Social Studies/Grade 6 (ADV)  
CIP #: 45.00700  
Prerequisite: Teacher recommendation for Honors  

Description: Sixth grade is the first year of a two-year World Area Studies course. Sixth grade students study Latin America, Canada, Europe, and Australia. The goal of this two-year course is to acquaint middle school students with the world in which they live.

Social Studies/Grade 7  
Social Studies/Grade 7(ADV)  
CIP #: 45.00800  
Prerequisite: Teacher recommendation for Honors  

Description: Seventh grade is the second year of a two-year World Area Studies course. Seventh grade students study Africa and Asia. The goal of this two-year course is to acquaint middle school students with the world in which they live.

Georgia Studies/Grade 8  
Georgia Studies/Grade 8(ADV)  
CIP #: 45.00900  
Prerequisite: Teacher recommendation for Honors  

Description: In eighth grade, students study Georgia geography, history, government, and economics. While the four strands are interwoven, ample opportunity is also provided for in-depth study of the geography of Georgia and the government of Georgia. U.S. historical events are included, as appropriate, to ensure students understand Georgia’s role in the history of the United States.
**CONNECTIONS**

*The purpose of middle school electives/connections is to expose students to a variety of content to help students identify areas of passion and interests. The following electives/connections courses will be offered in addition to courses that will evolve from high school course offerings.*

**Physical Education/Grade 6-S (Semester)**
CIP #: 36.0070002

Description: Students perform motor skills that are combined and used in specific game and performance situations. Refine and vary skills learned in elementary years using them to participate in small-sided games, dance, or individual activities.

**Physical Education/Grade 7-S (Semester)**
CIP #: 36.0080002

Description: The seventh-grade student performs complex combinations of movement specific to game, sport, rhythms, and/or physical activity settings. Specialized skills are adapted to meet the requirements of increasingly complex strategies.

**Physical Education/Grade 8-S (Semester)**
CIP #: 36.0090002

Description: Students perform mature movement patterns and sequences that demonstrate the ability to use complex or specialized skills and tactics.

**Personal Fitness**
CIP #: 36.05100
Credit Type: L1

Description: Focuses on developing a lifetime fitness program based on a personal fitness assessment and stresses strength, muscular endurance, flexibility, body composition and cardiovascular endurance. Includes fitness principals, nutrition, fad diets, weight control, stress management, adherence strategies and consumer information; promotes self-awareness and responsibility for fitness.

**Health/Grade 6-S (Semester)**
CIP #: 17.00700

Description: Students in sixth grade generate and choose positive alternatives to risky behaviors. They use skills to resist peer pressure and manage stress and anxiety. Students are able to relate health choices (e.g., nutritional, physical activity) to alertness, feelings, and performance at school or during physical activity. Students exhibit a healthy lifestyle, interpret health information, and promote good health.

**Health/Grade 7-S (Semester)**
CIP #: 17.00800

Description: Students in seventh grade have an understanding of the origins and causes of diseases, including the relationship between family history and certain health risks. They begin to relate short- and long-term consequences of health choices and apply health skills to specific personal, family, and community health concerns. Students can discern relationships among all components of health and wellness and knowledgeably use consumer information.

**Health/Grade 8-S (Semester)**
CIP #: 17.00900

Description: Students in eighth grade integrate a variety of health concepts, skills, and behaviors to plan for their personal health goals. These include prevention of disease and chemical addiction for the promotion of a healthy lifestyle. Students demonstrate confidence in their knowledge and skills. They see themselves as having a role in creating a healthy lifestyle for themselves as individuals, for their families, and for the larger community. These students will engage in promoting health in their community.

**Career Awareness (Grades 6)**
CIP #: 32.02100

Description: The goal of this course is to promote essential skills and knowledge students need to develop a positive self-concept. This course will provide students with opportunities to identify interests, abilities, aptitudes, values, and personality traits as they relate to career planning, to develop a keen understanding of the value and benefit of work, and to differentiate between jobs and careers.

**Career Discovery (Grades 7)**
CIP #: 32.02200

Description: The goal of this course is to promote essential skills and knowledge students need to apply self assessments and decision-making skills while examining career concentrations and pathways. This course will expose students to positive work ethics, the importance of educational achievement, and the impact of societal issues on career choices. These essential components are necessary for educational and career planning success.
Career Management (Grades 8)
CIP #: 32.02300

Description: The goal of this course is to promote essential knowledge, skills and attitudes students need to make key decisions about career options, high school curricular offerings relating to a pathway of their choice, as well as, postsecondary and workforce opportunities. Instructional focus will address interpersonal skills, management skills, employability skills, self-awareness, educational and career planning.

Healthcare Diagnostics and Support Services/Grade 6
CIP #: 25.03300

Description: Provides students with an exploratory introduction to healthcare careers and the safety procedures and interpersonal communication skills required for them; will also enable students to receive initial exposure to healthcare science skills; attitudes applicable to healthcare including the concepts of health, wellness, and preventative care; and responsibilities of today’s healthcare provider.

Healthcare IT and Biotechnology/Grade 7
CIP #: 25.03400

Description: Course provides students with an exploratory introduction Healthcare IT and Biotechnology and to healthcare careers and the safety procedures and interpersonal communication skills required for them. The course will enable students to receive initial exposure to healthcare science skills; attitudes applicable to healthcare including the concepts of health, wellness, and preventative care; and responsibilities of today’s healthcare provider.

Therapeutic Services and Applied Anatomy/Grade 8
CIP #: 25.03500

Description: Course provides students with an exploratory introduction Therapeutic Services and Anatomy and Physiology to several healthcare careers and the safety procedures and interpersonal communication skills required for them; will also enable students to receive initial exposure to healthcare science skills; attitudes applicable to healthcare including the concepts of health, wellness, and preventative care; and responsibilities of today’s healthcare provider.

Introduction to Healthcare Science
CIP #: 25.52100
Prerequisite: None; Teacher recommendation for Honors
Credit: L1 or L2

Description: The foundational course for all Health Science pathways. This course will enable students to receive initial exposure to the many Healthcare Science careers as well as employability, communication, and technology skills necessary in the healthcare industry. The concepts of human growth and development, interaction with patients and family members, health, wellness, and preventative care are evaluated, as well as the legal, ethical responsibilities of today’s healthcare provider. Fundamental healthcare skills development is initiated including microbiology, basic life support and first aid.

Basic Skills of Marketing/Grade 6
CIP #: 06.04100

Description: This course, “Basic Skills of Marketing,” is the foundational course in the Middle School Marketing Program. Students learn basic marketing and economic concepts and apply these concepts through project based instruction. Students are shown the connection between marketing and entrepreneurship, thus cultivating entrepreneurial abilities needed by marketing employees and/or entrepreneurs. This course may also encourage the idea of self-employment as an income-generating option. Students will demonstrate personal, social and technical skills through the development of portfolios.

Exploring Marketing Education/Grade 7
CIP #: 06.04300

Description: This course, “Exploring Marketing Education,” is the second course in the Middle School Marketing Program. Students learn or review the basic concepts of marketing and proceed to explore the seven functions of marketing (i.e., finance, information management, distribution, product management, pricing, promotion and selling). Students apply these concepts through project-based instruction. Participation in local, state and/or international DECA will reinforce the students’ business and marketing skills as well as develop their skills in leadership, competitive presentations and community service. Students will demonstrate personal, social and technical skills through the development of portfolios.
Pathways in Marketing/Grade 8  
CIP #: 06.04300

Description: This course, “Pathways in Marketing,” is the third course in the Middle School Marketing Program. In this course, students will explore the High School Marketing and Hospitality/Tourism Cluster Pathways (i.e., Marketing and Management; Fashion Merchandising & Retail Management; Marketing Communications & Promotion; Sports & Entertainment Marketing and Hospitality, Recreation & Tourism). The course explores marketing terminology/concepts from a variety of industries. Participation in local and state DECA will reinforce the students’ business and marketing skills as well as develop their skills in leadership, competitive presentations and community service. Students will demonstrate personal, social and technical skills through the development of portfolios.

Marketing Principles  
CIP #: 08.474
Prerequisite: None
Credit Type: L1; Core or elective credit

Description: The foundational course for Marketing pathways and 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.

Foundations of Secure Information Systems/Grades 6, 7, or 8  
CIP #: 11.01100

Description: This course will provide an exploratory foundation in information systems, networking, and cybersecurity. Through integrated instructional activities, students will have opportunities to apply employability skills and to research possible career options in the information technology area. They will also complete many hands-on activities to build a strong foundation in computer hardware and connectivity.

Foundations of Computer Programming/Grades 6, 7, or 8  
CIP #: 11.01200

Description: This course will provide an exploratory foundation in computer programming. Through integrated instructional activities, students will have opportunities to apply employability skills and to research possible career options in the information technology area. They will also complete many hands-on activities to build a strong foundation in computer coding.

Foundations of Interactive Design/Grades 6, 7, or 8  
CIP #: 11.01300

Description: This course will provide an exploratory foundation in design and development of websites and games. Through integrated instructional activities, students will have opportunities to apply employability skills and to research possible career options in the information technology area. They will also complete many hands-on activities to build a strong foundation in designing interactive programs.

Introduction to Digital Technology  
Introduction to Digital Technology (Honors)  
CIP #: 11.415
Prerequisite: None
Credit Type: L1 or L2; Core or elective credit

Description: The foundational course and is designed for students to understand, communicate, & 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.

Spanish/Grade 6  
CIP #: 60.06700

Description: The Connections language course focuses on the introduction of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. By the end of the Connections language course sequence in middle school, students will exhibit Novice-Low level proficiency in speaking, listening, and reading and possibly Novice-Mid level proficiency in writing (ACTFL Proficiency Guidelines, 1999).
Spanish/Grade 7
CIP #: 60.06800

Description: The Connections language course focuses on the introduction of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. By the end of the Connections language course sequence in middle school, students will exhibit Novice-Low level proficiency in speaking, listening, and reading and possibly Novice-Mid level proficiency in writing (ACTFL Proficiency Guidelines, 1999).

Spanish/Grade 8
CIP #: 60.06900

Description: The Connections language course focuses on the introduction of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. By the end of the Connections language course sequence in middle school, students will exhibit Novice-Low level proficiency in speaking, listening, and reading and possibly Novice-Mid level proficiency in writing (ACTFL Proficiency Guidelines, 1999).

Spanish I ×
Spanish I (Honors)
CIP #: 60.07100 (I)

Prerequisite: Courses must be taken in sequence; Virtual format available with approval of Instructional Coordinator
Credit Type: L1 or L2; Core or elective credit

Description: Emphasizes listening, speaking, reading, and writing. Includes how to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to develop an understanding of Spanish-speaking cultures. Honors level courses emphasize the acquisition of authentic language which includes recognizing the nuances, idiomatic phrases and regional differences of the language. In addition, students will learn to understand the language spoken at a normal rate and will increase their abilities to accurately express themselves on a variety of topics both orally and in writing to an increasingly advanced level of proficiency.

Visual Arts/Gr 6
CIP #: 50.01100

Description: Expands on previous course through more in-depth exploration of creating, presenting, and responding to art, while connecting the world of art to other areas of learning and personal endeavors.

Visual Arts/Gr 7
CIP #: 50.01200

Description: Expands on previous course through more in-depth exploration of creating, presenting, and responding to art, while connecting the world of art to other areas of learning and personal endeavors.

Visual Arts/Gr 8
CIP #: 50.01300

Description: Expands on previous course through more in-depth exploration of creating, presenting, and responding to art, while connecting the world of art to other areas of learning and personal endeavors.

Visual Arts Comprehensive I .5 or 1 Unit
CIP #: 50.02110

Prerequisite: None
Credit Type: L1; Core or elective credit

Description: Introduces art history, art criticism, aesthetic judgment and studio production; emphasizes the ability to use elements and principles of design through a variety of media, processes and visual resources; explores master artworks for historical and cultural significance. Year II emphasizes knowledge and application of design elements. Explores different two-and three-dimensional art media and processes. Year III provides practice in applying design elements and principles of design; stresses idea development through production and creativity and through the study of master artists. Year IV provides opportunities for in-depth application of design elements and principles of design in two-and three-dimensional art media and processes.

Reading/Grade 6
CIP #: 23.01400

Description: This course focuses on thoughtful and purposeful reading necessary for a student to interpret, comprehend, and extend understanding of the author’s intent and meaning. The student will examine texts carefully and discern the author’s perspective through the particular facts and details that support it. The student will identify characteristics of various genres and identify and analyze sensory details and figurative language and connotative meanings. The student will analyze the elements of a story and will define and explain how tone is conveyed in literature. The student will compare and contrast texts different forms or genres. The student will read and comprehend in order to develop understanding and expertise. The student will acquire new vocabulary and use it correctly in both reading and writing about the reading. An understanding of the context necessary for reading across subject areas will be developed and perfected.
Reading/Grade 7
CIP #: 23.01500

Description: This course focuses on thoughtful and purposeful reading necessary for a student to interpret, comprehend, and extend understanding of the author’s intent and meaning. The student will examine texts carefully and discern the author’s perspective through the particular facts and details that support it. The student will distinguish between the concepts of theme and author’s purpose. Likewise, the student will analyze recurring themes across a variety of themes, distinguishing theme from topic. The students will analyze both dynamic and static characters in prose and in plays. The student will explain the effects of figurative language, sound, form, and graphics in order to uncover meaning in literature. The student will identify compare and contrast fictional literature to historical accounts. The student will read and comprehend in order to develop understanding and expertise. The student will acquire new vocabulary and use it correctly in both reading and writing about the reading. An understanding of the context necessary for reading across subject areas will be developed and perfected.

Reading/Grade 8
CIP #: 23.01600

Description: This course focuses on thoughtful and purposeful reading necessary for a student to interpret, comprehend, and extend understanding of the author’s intent and meaning. The student will examine texts carefully and discern the author’s perspective through the particular facts and details that support it. The student will compare and contrast genre characteristics from two or more selections of literature. The student will analyze character traits, emotions, or motivations and give supporting evidence from the text. Recurring themes across a variety of selections will be evaluated. The student will evaluate the structural elements of the text and their contribution. The student will analyze and evaluate the effects of sound, form, figurative language, and graphics in order to uncover meaning in literature. The student will read and comprehend in order to develop understanding and expertise. The student will acquire new vocabulary and use it correctly in both reading and writing about the reading. An understanding of the context necessary for reading across subject areas will be developed and perfected.
High School Course Descriptions

The following list of course descriptions encompasses courses offered in Hall County high schools. However, some courses may not have sufficient enrollment to justify instruction each school year.

* Georgia Milestones EOC assessment required.
**AP courses offered only through Georgia Virtual School
˄ Fine Arts courses available only when minimum enrollment numbers are met.

<table>
<thead>
<tr>
<th>ENGLISH/LANGUAGE ARTS</th>
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<tbody>
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<td><strong>Ninth Grade Literature/Composition</strong></td>
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<td><strong>Ninth Grade Literature/Composition (Honors)</strong></td>
</tr>
<tr>
<td>CIP #: 23.06100</td>
</tr>
<tr>
<td>Prerequisite: Teacher recommendation for Honors</td>
</tr>
<tr>
<td>Credit Type: L1 or L2; <strong>Required for students enrolling in ninth grade for the first time in 2008 or later</strong>; core or elective credit for all other students.</td>
</tr>
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</table>

Description: Integrates writing, grammar and usage, literature, speaking, listening, and critical thinking skills; develops understanding of both structure and meaning of a work of literature, as well as an understanding of the process of interpreting a text; develops competency in technical writing to write coherent and focused texts to convey a well-defined perspective or tightly-reasoned argument.

| **World Literature/Composition** | 1 Unit |
| **World Literature/Composition (Honors)** | |
| CIP #: 23.06300 | |
| Prerequisite: Teacher recommendation for Honors | |
| Credit Type: L1 or L2; Core or elective credit | |

Description: Integrates writing, grammar and usage, literature, speaking, listening, and critical thinking skills; develops understanding of themes that relate literature to life, and of themes that recur in diverse works of literature. Through a study of world literature, students will develop an understanding of chronological context and the relevance of period structures in literature within cultures around the world. By the end of this course, students should be able to demonstrate competency in persuasive writing, writing coherent and focused texts that convey a well-defined perspective or tightly-reasoned argument.

| **American Literature/Composition** | 1 Unit |
| **American Literature/Composition (Honors)** | |
| CIP #: 23.05100 | |
| Prerequisite: Teacher recommendation for Honors | |
| Credit Type: L1 or L2; **Required for all students** (may substitute with IB English A Literature, Year 1, IB English B, Year 1 or AP English Language/Composition) | |

Description: Integrates writing, grammar and usage, literature, speaking, listening, and critical thinking skills. Focusing on a study of American literature, students develop an understanding of chronological context and the relevance of period structures in American literature. By the end of this course, students should be able to demonstrate developing competency expository and persuasive writing.

| **Multicultural Literature** | 1 Unit |
| **Multicultural Literature** | |
| CIP #: 23.06700 | |
| Prerequisite: None | |
| Credit Type: L1; Core or elective credit | |

Description: Focusing on multicultural literature, this course integrates writing, grammar and usage, literature, speaking, listening, and critical thinking skills; develops understanding of themes that relate literature to life, and of themes that recur in diverse cultural contexts.

| **British Literature/Composition** | 1 Unit |
| **British Literature/Composition (Honors)** | |
| CIP #: 23.05200 | |
| Prerequisite: Teacher recommendation for Honors | |
| Credit Type: L1 or L2; Core or elective credit | |

Description: Integrates writing, grammar and usage, literature, speaking, listening, and critical thinking skills. Focusing on a study of British literature, students develop an understanding of chronological context and the relevance of period structures in British literature. By the end of this course, students should be able to demonstrate competency in expository writing and persuasive writing, as well as competent use of the writing process (e.g., prewriting, drafting, revising, and editing successive versions).
Advanced Placement (AP) Language/Composition**  1 Unit
CIP #:  23.05300
Prerequisite:  Teacher recommendation
Credit Type:  L3; Core or elective credit; May satisfy the American Literature course requirement; Available through Georgia Virtual School only

Description:  Conforms to the College Board recommendations for the Advanced Placement Language and Composition Examination; emphasizes critical thinking, reading, and writing through the study and discussion of expository, analytical, and argumentative essays; stresses the connection between reading and writing mature prose. Enrollment in AP includes the commitment to take the AP exam.

Advanced Placement (AP) Literature/Composition**  1 Unit
CIP #:  23.06500
Prerequisite:  Teacher recommendation
Credit Type:  L3; Core or elective credit; Does not satisfy the American Literature course requirement; Available through Georgia Virtual School only

Description:  Conforms to the College Board recommendations for the AP Literature and Composition exam; stresses modes of discourse, assumptions, underlying rhetorical strategies, connotation, metaphor, irony, syntax, and tone; emphasizes writing critical analyses of literature and includes essays in exposition and argument, poetry, drama, prose fiction, and expository literature. Enrollment in AP includes the commitment to take the AP exam.

Advanced Composition (Honors)  .5 or 1 Unit
CIP #:  23.03400
Prerequisite:  Teacher Recommendation
Credit Type:  L2; Core or elective credit

Description:  Provides further exploration of the writing process, including planning, drafting, and revising. Emphasizes research skills and essay composition and includes expository, persuasive, narrative, and descriptive writing.

Language Arts Work-Based Learning (WBL) Placement  .5 or 1 Unit
Language Arts Work-Based Learning (WBL) Placement (Honors)  
CIP #:  23.7XXX0XX
Prerequisite:  Approval by Work-based Learning Coordinator; teacher recommendations; age 16 or older; able to provide own transportation; & concurrently enrolled in a related course or previously taken a related course
Credit Type:  L1 or L2; Core or elective credit

Description:  Develop transferable employability skills and awareness of workplace culture; mastery of a set of predetermined learning objectives identified with a training plan between the employer and student; understanding of the workplace and self-awareness of related career interests; identification of specific work tasks that will develop workplace competency, soft skills and portfolio development.
MATHEMATICS*

*Approval by GaDOE of math courses for the 2023-24 school year will be reflected in the planning guide as the GaDOE releases additional math course information.

GSE Foundations of Algebra 1 Unit
CIP: 27.04810
Prerequisite: Low middle school mathematics standardized test scores and/or demonstration of significant difficulties in middle school mathematics courses.
Credit Type: L1; core or elective credit

Description: A first-year high school mathematics course for students who need substantial support to bolster success in high school mathematics. Course emphasizes algebra and numeracy in a variety of contexts including number sense, proportional reasoning, quantitative reasoning with functions, and solving equations and inequalities.

Algebra: Concepts and Connections* 1 Unit
Algebra: Concepts and Connections (Honors)*
CIP #: 27.08110
Prerequisite: This course is designed for students who have successfully completed Kindergarten through 8th grade mathematics.
Credit Type: L1 or L2; Required for students entering ninth grade in 2023-2024 or later

Description: This course is designed as 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.

Geometry: Concepts and Connections 1 Unit
Geometry: Concepts and Connections (Honors)
CIP #: 27.08210
Prerequisite: GSE Algebra I
Credit Type: L1 or L2; Required for students entering ninth grade in 2023-2024 or later

Description: This course is designed as the second course in a three-course series. This course enhances students’ geometric, algebraic, graphical, and probabilistic reasoning skills.

Advanced Algebra: Concepts and Connections 1 Unit
Advanced Algebra: Concepts and Connections (Honors)
CIP #: 27.08310
Prerequisite: GSE Geometry
Credit Type: L1 or L2; Required for students entering ninth grade in 2023-2024 or later

Description: This is the third course in a sequence of three high school courses designed to ensure career and college readiness. It is intended to prepare students for fourth course options relevant to their postsecondary pursuits.

Enhanced Advanced Algebra and AP Precalculus: Concepts and Connections 1 Unit
CIP #: 27.09310
Prerequisite: GSE Geometry and Teacher Recommendation
Credit Type: L3; L3; core or elective credit; satisfies third math requirement; may substitute for 27.08410 (Precalculus)

Description: Enhanced Advanced Algebra & AP Precalculus is a thoughtful blend of topics from Advanced Algebra: Concepts & Connections and Precalculus. This is a single credit course intended to provide students the opportunity to develop a deeper understanding of mathematical concepts that are critical to the study of advanced fourth mathematics course options, including Calculus. Enrollment in AP includes the commitment to take the AP exam.

Precalculus 1 Unit
Precalculus (Honors)
CIP #: 27.08410
Prerequisite: GSE Algebra II
Credit Type: L1 or L2; Core or elective credit

Description: Fourth-year math option for students who have completed Advanced Algebra (or the equivalent). The course is intended to provide students with opportunities to develop a deeper understanding of Algebraic concepts that are critical to the study of Calculus. Students will also deepen their understanding of trigonometry and its applications.
College Readiness Mathematics (Mathematics Capstone Course) 1 Unit
CIP #: 27.08900
Prerequisite: GSE Algebra II (or the equivalent)
Credit Type: L1; Core or elective credit; course meets Mathematics requirement for high school graduation and satisfies University System of Georgia's fourth mathematics requirements for admission, but, as of now, is not recognized by NCAA for student athletes.

Description: This course is a fourth mathematics option. It is designed to serve as a bridge for high school students into postsecondary opportunities. Students will be expected to complete a mandatory capstone project where they select one of the areas listed in the standard to identify a problem and use mathematical modeling to address it.

Advanced Placement (AP) Statistics** 1 Unit
CIP #: 27.07400
Prerequisite: Teacher recommendation
Credit Type: L3; Core or elective credit; Available through Georgia Virtual School only

Description: Introduces the derivation of knowledge from data and data collection. Explorations are conducted through experiments, surveys, and computer simulations. Presents applications in real-life situations and shows how statistics can be misleading. AP course follows the College Board syllabus for the AP Statistics Examination. Enrollment in AP includes the commitment to take the AP exam.

Advanced Placement (AP) Calculus AB** 1 Unit
CIP #: 27.07200
Prerequisite: Teacher recommendation and Accelerated Math III, Math IV or Pre-Calculus
Credit Type: L3; Core or elective credit; Available through Georgia Virtual School only

Description: Follows the College Board syllabus for the AP Calculus AB Examination, including properties of functions and graphs, limits and continuity, differential and integral calculus. Enrollment in AP includes the commitment to take the AP exam.

Advanced Placement (AP) Calculus BC** 1 Unit
CIP #: 27.07300
Prerequisite: Teacher recommendation and Accelerated Math III, Math IV, Pre-Calculus or AP Calculus AB
Credit Type: L3; Core or elective credit; Available through Georgia Virtual School only

Description: Conforms to College Board topics for the AP Calculus BC Examination; includes AP Calculus AB topics, as well as vector functions, parametric equations, conversions, parametrically defined curves, tangent lines, and sequence and series. Enrollment in AP includes the commitment to take the AP exam.
### Physical Science
1 Unit

**Physical Science (Honors)**
CIP #: 40.01100
Prerequisite: Teacher recommendations for Honors
Credit Type: L1 or L2; Core or elective credit; physical science course; *students in ninth grade for the first time in 2008 or later must take Physical Science or Physics I*

Description: Promotes science process skills through study of properties of matter, atomic theory, chemical symbols, stoichiometry, periodic table, organic chemistry, energy, mechanics, waves and energy transfer, electricity and magnetism.

### Biology I*
1 Unit

**Biology I (Honors)***
Advanced Placement (AP) Biology*/**
CIP #: 26.01200
CIP #: 26.01400 (AP)
Prerequisite: Teacher recommendations for Honors; Biology I and credit for or concurrent enrollment in Chemistry required for AP
Credit Type: L1, L2 or L3; *required for students in ninth grade for the first time in 2008 or later (may substitute with AP Biology, or IB Biology, Year 1)*

Description: Introduces science process skills and laboratory safety, research, nature of biology, cellular biology, biochemistry, genetics, evolution, classification, diversity of life, human body, and ecology. AP Biology conforms to the College Board topics for the AP Biology Examination; covers biological chemistry, cells, energy transformations, molecular genetics, heredity, evolution, taxonomy, systematic, and Monera, Protista, fungi, plants, animals, and ecology. Enrollment in AP includes the commitment to take the AP exam.

### Chemistry I
1 Unit

**Chemistry I (Honors)**
Advanced Placement (AP) Chemistry**
CIP #: 40.05100
CIP #: 40.05300 (AP)
Prerequisite: Teacher recommendation for Honors and AP; Chemistry I recommended for AP
Credit Type: L1, L2 or L3; Core or elective credit; physical science course; *students enrolling in ninth grade for the first time in 2008 or later must take Earth Systems, Chemistry I (or AP or IB), or Environmental Science (or AP or IB)*

Description: Introduces chemistry; covers science process skills, units of chemistry, atoms and collections of atoms, periodicity and bonding, compounds and reactions, characteristics of states of matter, acid/base chemistry, chemical dynamics and equilibrium, reference, research skills, and lab safety. AP Chemistry conforms to College Board topics for the AP Chemistry Exam; covers atomic theory and structure, chemical bonding, nuclear chemistry, gases, liquids, solids, solutions, types of reactions, stoichiometry, equilibrium, kinetics, and thermodynamics. Enrollment in AP includes the commitment to take the AP exam.

### Earth Systems
1 Unit

**Earth Systems (Honors)**
CIP #: 40.06400
Prerequisite: None
Credit Type: L1 or L2; Core or elective credit; physical science course; *students first entering ninth grade in 2008 or later must take Earth Systems, Chemistry I (or AP or IB), or Environmental Science (or AP or IB)*

Description: Develops 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.

### Environmental Science
1 Unit

**Environmental Science (Honors)**
Advanced Placement (AP) Environmental Science**
CIP #: 26.06110
CIP #: 26.06200 (AP)
Prerequisite: Teacher recommendation for Honors or AP
Credit Type: L1, L2 or L3; Core or elective credit; life science course; *students enrolling in ninth grade for the first time in 2008 or later must take Chemistry I or Earth Systems or Environmental Science*; AP Environmental Science available through Georgia Virtual School only

Description: Provides the student with the scientific principles, concepts, and the methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Enrollment in AP includes the commitment to take the AP exam.
Forensic Science
Forensic Science (Honors)   1 Unit
CIP #:  40.09300
Prerequisite: None
Credit Type: L1 or L2; Elective credit only for students enrolling in ninth grade for the first time prior to 2008; Core or elective for students first entering ninth grade in 2008 or later; physical science course

Description: Students will explore how forensic science is used in criminal investigations, will apply the principles of forensic science to hypothetical crimes, and will use the scientific process to solve fictional crimes.

Physics I
Physics I (Honors)   1 Unit
CIP #:  40.08100
Prerequisite: Teacher recommendation for Honors
Credit Type: L1 or L2; Core or elective credit; physical science course; students first entering ninth grade in 2008 or later must take Physical Science or Physics I

Description: Covers basic mechanics, kinetic theory, thermodynamics, wave mechanics, electricity, particle physics, and reference, research skills, lab safety, and process skills. AP course is algebra-based, introductory college level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. Course based on six Big Ideas encompassing core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world.

Life Sciences Work-Based Learning (WBL) Placement   .5 or 1 Unit
Life Sciences Work-Based Learning (WBL) Placement (Honors)
CIP #:  26.7XXX0XX
Prerequisite: Approval by Work-based Learning Coordinator; teacher recommendations; age 16 or older; ability to provide own transportation; & concurrently enrolled in a related course or previously taken a related course
Credit Type: L1 or L2; Core or elective credit

Description: Develop transferable employability skills and awareness of workplace culture; mastery of a set of predetermined learning objectives identified with a training plan between the employer and student; understanding of the workplace and self-awareness of related career interests; identification of specific work tasks that will develop workplace competency, soft skills and portfolio development.

Physical Sciences Work-Based Learning (WBL) Placement   .5 or 1 Unit
Physical Sciences Work-Based Learning (WBL) Placement (Honors)
CIP #:  40.7XXX0XX
Prerequisite: Approval by Work-based Learning Coordinator; teacher recommendations; age 16 or older; ability to provide own transportation; & concurrently enrolled in a related course or previously taken a related course
Credit Type: L1 or L2; Core or elective credit

Description: Develop transferable employability skills and awareness of workplace culture; mastery of a set of predetermined learning objectives identified with a training plan between the employer and student; understanding of the workplace and self-awareness of related career interests; identification of specific work tasks that will develop workplace competency, soft skills and portfolio development.
SOCIAL SCIENCES

Advanced Placement (AP) Human Geography**
CIP #: 45.07700
Prerequisite: Teacher recommendation
Credit Type: L3; Elective credit only; Available through Georgia Virtual School only

Description: Introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth’s surface. Students employ spatial concepts and landscape analysis to interpret human social organization and its environmental consequences. Enrollment in AP includes the commitment to take the AP exam.

World History
World History (Honors)
Advanced Placement (AP) World History: Modern**
CIP #: 45.08300
CIP #: 45.08110 (AP)
Prerequisite: Teacher recommendation for Honors/AP
Credit Type: L1, L2 or L3; Required for all students first entering ninth grade in 2008 or later; AP World History available through Georgia Virtual School only;

Description: Emphasizes the political, cultural, economic and social development and growth of civilizations; covers the emergence of nations through trade/communications, intellectual development, scientific/technological development, emergence of nation states, nations in conflict and the emerging interdependence of nations in the first and twenty first centuries. Enrollment in AP includes the commitment to take the AP exam.

United States History*
United States History (Honors)*
Advanced Placement (AP) United States History**
CIP #: 45.08100
CIP #: 45.08200 (AP)
Prerequisite: Teacher recommendation for Honors and AP
Credit Type: L1, L2 or L3; Required for all students (may substitute with AP U.S. History or IB History of the Americas, Year 1); AP US History available through Georgia Virtual School only;

Description: Investigates the United States, its people, institutions and heritage; emphasizes political, cultural and social issues, the role of the United States as a world leader and the issues confronting the United States today. AP course includes discovery and settlement, Colonial Society, American Revolution, Constitution and the New Republic, Age of Jefferson, Nationalism, Sectionalism, Territorial Expansion, Civil War, Reconstruction, Industrialization, Progressive Era, World War I, Depression, New Deal, World War II, The Cold War. Enrollment in AP includes the commitment to take the AP exam.

American Government/Civics
American Government/Civics (Honors)
Advanced Placement (AP) Government/Politics: United States**
CIP #: 45.09700
CIP #: 45.09200 (AP)
Prerequisite: Teacher recommendation for Honors and AP
Credit Type: L1, L2 or L3; Required for all students (may substitute with AP Government/Politics: United States); AP Government/Politics: United States available through Georgia Virtual School only

Description: Focuses on the foundation, principles and structure of the American system of government, examines the role of political parties, social factors as they relate to the role of the citizen, and analyzes the decision-making process that are a part of the system of American political behavior. This course meets the state’s Citizenship requirement for graduation. AP course conforms to College Board topics for the AP exam; includes federalism, separation of powers, influences on the formulation and adoption of the Constitution, political beliefs, political parties and elections, interest groups, institutions and policy processes and civil liberties and civil rights. Enrollment in AP includes the commitment to take the AP exam.
Personal Finance and Economics .5 Unit
Personal Finance and Economics (Honors) .5 Unit
Advanced Placement (AP) Macroeconomics** 1 Unit
Advanced Placement (AP) Microeconomics** 1 Unit
CIP #: 45.06100
CIP #: 45.06200 (AP Macroeconomics)
CIP #: 45.06300 (AP Microeconomics)
Prerequisite: Teacher recommendation for Honors
Credit Type: L1, L2 or L3; Required for all students (may substitute with AP Macro or Microeconomics, or IB Economics, Year 1)

Description: In addition to the fundamentals of economic decision-making, microeconomics, macroeconomics, and international economics, students will learn personal finance skills they can apply to their own futures – including managing and balancing budgets; understanding and building credit; protecting against identity theft and consumer protections; and understanding tax forms, student loan applications, and pay stubs. Economics is the study of how individuals, businesses, and governments make decisions about the allocation of scarce resources. This course provides students with a foundation in the field of economics, with a specific focus on how students can apply that knowledge to their own personal finances. AP Macroeconomics focuses on basic economic concepts, measurement of economic performance, national income and price determination and international economics and growth; AP Microeconomics focuses on basic economic concepts, the nature and functions of product markets, factor markets and efficiency. Enrollment in AP includes the commitment to take the AP exam.

Psychology .5 or 1 Unit
Advanced Placement (AP) Psychology** 1 Unit
CIP #: 45.01500
CIP #: 45.01600 (AP)
Prerequisite: None; teacher recommendation for AP
Credit Type: L1 or L3; Elective credit; AP Psychology available through Georgia Virtual School only

Description: First half investigates the principles of psychology for human behavior in relation to human development, learning/cognition, and personality. Second half investigates the principles of psychology in relation to psychological disorders, methods of therapy, social cognition and social interaction. Investigation of methodologies for study and research development. Integrates and reinforces social studies skills. AP course includes methods, approaches and the history of psychology as a science, biological bases of behavior, sensation and perception, learning, developmental psychology, personality, testing and individual differences, abnormal psychology, treatment of psychological disorders and social psychology. Enrollment in AP includes the commitment to take the AP exam.

Social Sciences Work-Based Learning (WBL) Placement .5 or 1 Unit
Social Sciences Work-Based Learning (WBL) Placement (Honors)
CIP #: 45.7XXX0XX
Prerequisite: Approval by Work-based Learning Coordinator; teacher recommendations; age 16 or older; able to provide own transportation; & concurrently enrolled in a related course or previously taken a related course
Credit Type: L1 or L2; Core or elective credit

Description: Develop transferable employability skills and awareness of workplace culture; mastery of a set of predetermined learning objectives identified with a training plan between the employer and student; understanding of the workplace and self-awareness of related career interests; identification of specific work tasks that will develop workplace competency, soft skills and portfolio development.
MODERN LANGUAGES

**Spanish I, II**

1 Unit

**Spanish I – V (Honors)**

CIP #: 60.07100 (I)
CIP #: 60.07200 (II)
CIP #: 60.07300 (III)
CIP #: 60.07400 (IV)

Prerequisite: Courses must be taken in sequence; Virtual format available with approval of Instructional Coordinator

Credit Type: L1 or L2; Core or elective credit; Spanish I, II, and I – IV Honors available as E-courses

Description: Emphasizes listening, speaking, reading, and writing. Includes how to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to develop an understanding of Spanish-speaking cultures. Honors level courses emphasize the acquisition of authentic language which includes recognizing the nuances, idiomatic phrases and regional differences of the language. In addition, students will learn to understand the language spoken at a normal rate and will increase their abilities to accurately express themselves on a variety of topics both orally and in writing to an increasingly advanced level of proficiency.

**Spanish for Native Spanish Speakers I, II, III**

1 Unit

**Spanish for Native Spanish Speakers I, II, III (Honors)**

CIP #: 60.07900 (I)
CIP #: 60.07910 (II)
CIP #: 60.07920 (III)

Prerequisite: Courses must be taken in sequence

Credit Type: L1 or L2; Core or elective credit

Description: Designed for Heritage Language Learners of Spanish; students will develop reading, writing, speaking and listening skills, and will develop an awareness and understanding of Hispanic cultures, such as language variations, customs, and current events.

**Advanced Placement (AP) Spanish Language and Culture**

1 Unit

CIP #: 60.07700

Prerequisite: Spanish I-III

Credit Type: L3; Core or elective credit; Available through Georgia Virtual School only

Description: Emphasizes the ability to comprehend formal and informal spoken Spanish, to acquire the vocabulary and grasp of structure to read newspapers, magazines and Hispanic literature, and to compose expository passages and to speak accurately and fluently. Enrollment in AP includes the commitment to take the AP exam.

**Advanced Placement (AP) Spanish Literature and Culture**

1 Unit

CIP #: 60.08110

Prerequisite: Spanish I-III

Credit Type: L3; Core or elective credit; Available through Georgia Virtual School only

Description: Study of required authors and selected works for the AP Exam; emphasizes the ability to understand a lecture in Spanish and discuss literary topics in Spanish, to read Hispanic literary texts in all genres and to analyze critically form and content of literary works orally and in writing using appropriate terminology. Enrollment in AP includes the commitment to take the AP exam.

**Chinese I, II**

1 Unit

**Chinese III – V (Honors)**

CIP #: 62.01100 (I)
CIP #: 62.01200 (II)
CIP #: 62.01300 (III)

Prerequisite: Courses must be taken in sequence

Credit Type: L1 or L2; Core or elective credit; Chinese I, II and III available as E-course

Description: Emphasizes listening, speaking, reading, and writing. Includes how to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to develop an understanding of Chinese-speaking cultures. Honors level emphasizes the acquisition of authentic language which includes recognizing the nuances, idiomatic phrases and regional differences of the language; in addition, students will learn to accurately express themselves to an increasingly advanced level of proficiency.

**Spoken Languages Work-Based Learning (WBL) Placement**

.5 or 1 Unit

**Spoken Languages Work-Based Learning (WBL) Placement (Honors)**

CIP #: 63.7XXX0XX

Prerequisite: Approval by Work-based Learning Coordinator; teacher recommendations; age 16 or older; able to provide own transportation; & concurrently enrolled in a related course or previously taken a related course

Credit Type: L1 or L2; Core or elective credit

Description: Develop transferable employability skills and awareness of workplace culture; mastery of a set of predetermined learning objectives identified with a training plan between the employer and student; understanding of the workplace and self-awareness of related career interests; identification of specific work tasks that will develop workplace competency, soft skills and portfolio development.
# Fine Arts

## Theatre Arts

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>CIP Numbers</th>
<th>Prerequisite</th>
<th>Credit Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theatre Arts/Fundamentals I – IV</td>
<td>0.5 or 1</td>
<td>CIP #:  52.02100 (I)</td>
<td>Courses must be taken in sequence</td>
<td>L1; Core</td>
<td>Develops and applies performance strategies of basic vocal, physical and emotional exercises in scene study, while including improvisation and technical art forms. Year II develops and applies performance skills through basic vocal, physical and emotional exercises; includes improvisation and scene study and related technical art forms. Year II-IV provides producing and studying children's theater and literature in depth with performance opportunities. Year IV engages students in writing plays; explores the role of the playwright; students learn by researching, evaluating and synthesizing cultural and historical information to support artistic choice, and analyzing, critiquing, and constructing meanings form informal and formal theatre, film and electronic media.</td>
</tr>
<tr>
<td>Theatre Arts Work-Based Learning (WBL) Placement</td>
<td>0.5 or 1</td>
<td>CIP #:  52.7XXX0XX</td>
<td>Approval by Work-based Learning Coordinator; teacher recommendations; age 16 or older; able to provide own transportation; &amp; concurrently enrolled in a related course or previously taken a related course</td>
<td>L1 or L2; Core or elective</td>
<td>Develop transferable employability skills and awareness of workplace culture; mastery of a set of predetermined learning objectives identified with a training plan between the employer and student; understanding of the workplace and self-awareness of related career interests; identification of specific work tasks that will develop workplace competency, soft skills and portfolio development.</td>
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## Music

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<tr>
<th>Course</th>
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<th>Prerequisite</th>
<th>Credit Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music Appreciation I, II</td>
<td>0.5 or 1</td>
<td>CIP #:  53.014</td>
<td>None</td>
<td>L1; Core</td>
<td>Introduces production and performance; covers terminology and idioms, elements of music, perceptive listening and attitudes and appreciation; stresses the ability to become a literate consumer and the ability to speak and write about music.</td>
</tr>
<tr>
<td>Music Work-Based Learning (WBL) Placement</td>
<td>0.5 or 1</td>
<td>CIP #:  53.7XXX0XX</td>
<td>Approval by Work-based Learning Coordinator; teacher recommendations; age 16 or older; able to provide own transportation; &amp; concurrently enrolled in a related course or previously taken a related course</td>
<td>L1 or L2; Core or elective</td>
<td>Develop transferable employability skills and awareness of workplace culture; mastery of a set of predetermined learning objectives identified with a training plan between the employer and student; understanding of the workplace and self-awareness of related career interests; identification of specific work tasks that will develop workplace competency, soft skills and portfolio development.</td>
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## Visual Arts

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<tr>
<th>Course</th>
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<th>Prerequisite</th>
<th>Credit Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Arts Comprehensive I – II</td>
<td>0.5 or 1</td>
<td>CIP #:  50.02110 (I)</td>
<td>Courses must be taken in sequence</td>
<td>L1; Core</td>
<td>Introduces art history, art criticism, aesthetic judgment and studio production; emphasizes the ability to use elements and principles of design through a variety of media, processes and visual resources; explores master artworks for historical and cultural significance. Year II emphasizes knowledge and application of design elements. Explores different two-and three-dimensional art media and processes. Year III provides practice in applying design elements and principles of design; stresses idea development through production and creativity and through the study of master artists. Year IV provides opportunities for in-depth application of design elements and principles of design in two-and three-dimensional art media and processes.</td>
</tr>
</tbody>
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**Visual Arts/Drawing I, II**  
CIP #: 50.03110 (I)  
CIP #: 50.03120 (II)  
Prerequisite: Visual Arts Comprehensive I; Courses must be taken in sequence  
Credit Type: L1; Core or elective credit

**Description:** Explores a variety of drawing techniques and media; emphasizes basic drawing skills and critical analysis for responding to drawings of different historical styles and period; examines solutions to drawing problems.

**Visual Arts/Advanced Placement (AP) Studio: Drawing**  
CIP #: 50.06110  
Prerequisite: Visual Arts Comprehensive I; Teacher recommendation  
Credit Type: L3; Core or elective credit; Available through Georgia Virtual School only

**Description:** Provides experiences using different drawing media and approaches; designed for the student interested in the practical experiences of art. Enrollment in AP includes the commitment to take the AP exam.

**Advanced Placement (AP) Studio Art: 2-D Design Portfolio**  
CIP #: 50.08130  
Prerequisite: Visual Arts Comprehensive I; Teacher recommendation  
Credit Type: L3; Core or elective credit; Available through Georgia Virtual School only

**Description:** Addresses a broad interpretation of two-dimensional design issues, including how to use the elements of design, including line, shape, illusion of space, illusion of motion, pattern and texture, and value and color. The principles of design help guide artists in making decisions about how to organize the elements on a picture plane in order to communicate content. These principles include unity/variety, balance/emphasis/rhythm, and proportional/scale. Enrollment in AP includes the commitment to take the AP exam.

**Advanced Placement (AP) Studio Art: 3-D Design Portfolio**  
CIP #: 50.08140  
Prerequisite: Visual Arts Comprehensive I; Teacher recommendation  
Credit Type: L3; Core or elective credit; Available through Georgia Virtual School only

**Description:** Addresses a broad interpretation of sculptural issues in depth and space, including mass, volume, form, plane, light, and texture. Such elements and concepts can be articulated through additive, subtractive, and/or fabrication processes. A variety of approaches to representation, abstraction, and expression may be part of the student's portfolio, including traditional sculpture, architectural models, apparel, ceramics, fiber arts, or metalwork. Enrollment in AP includes the commitment to take the AP exam.

**Advanced Placement (AP) Art History**  
CIP #: 50.09210  
Prerequisite: Visual Arts Comprehensive I; Teacher recommendation  
Credit Type: L3; Core or elective credit; Available through Georgia Virtual School only

**Description:** Explores the nature of art, art making, and responses to art. By investigating specific course content of 250 works of art characterized by diverse artistic traditions from prehistory to the present, course fosters in-depth, holistic understanding of the history of art from a global perspective. Enrollment in AP includes the commitment to take the AP exam.

**Visual Arts Work-Based Learning (WBL) Placement**  
**Visual Arts Work-Based Learning (WBL) Placement (Honors)**  
CIP #: 50.7XXX0XX  
Prerequisite: Approval by Work-based Learning Coordinator; teacher recommendations; age 16 or older; able to provide own transportation; & concurrently enrolled in a related course or previously taken a related course  
Credit Type: L1 or L2; Core or elective credit

**Description:** Develop transferable employability skills and awareness of workplace culture; mastery of a set of predetermined learning objectives identified with a training plan between the employer and student; understanding of the workplace and self-awareness of related career interests; identification of specific work tasks that will develop workplace competency, soft skills and portfolio development.
**Directed Study I – IV (Honors)**  
1 Unit  
CIP #: 70.03100 (I)  
CIP #: 70.03200 (II)  
CIP #: 70.03300 (III)  
CIP #: 70.03400 (IV)  
Prerequisite: Approval of school’s Gifted Coordinator  
Credit Type: L2; Elective credit  
Description: Allows gifted or other high-achieving students to learn academic content and skills at an advanced level; individualized learning objectives are developed jointly by the student, gifted program personnel, and high school faculty. The student develops a contract to include learning goals and objectives, a plan for achieving the objectives, and criteria by which the student's performance will be evaluated.

**Mentorship I – IV (Honors)**  
.5 to 1 Unit  
CIP #: 70.01100 (I)  
CIP #: 70.01200 (II)  
CIP #: 70.01300 (III)  
CIP #: 70.01400 (IV)  
Prerequisite: Students must be in 11th or 12th grade and must apply (and be selected) to participate  
Credit Type: L2; Elective credit  
Description: Designed to meet the needs of academically able and highly motivated students, learning objectives are developed jointly by the student, community mentor, gifted program personnel and, as needed, department faculty and central office curriculum staff; the mentorship experience is designed to extend academic knowledge and skills in an area of interest in ways that are advanced well beyond the objectives typically taught at the high school level; a student contract is developed to include the specific learning goals and objectives, a plan for achieving the objectives, a proposal for a final project or product, a plan for professional presentation of the product, and the criteria by which the product will be evaluated.

**Health**  
.5 Unit  
CIP #: 17.01100  
Prerequisite: None  
Credit Type: L1; Required for all students; available as E-course  
Description: 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, consumer health, health careers and community health.

**Personal Fitness**  
.5 Unit  
Advanced Personal Fitness  
CIP #: 36.05100 (Personal Fitness)  
CIP #: 36.06100 (Advanced Personal Fitness)  
Prerequisite: None  
Credit Type: L1; Required for all students; available as E-course  
Description: Focuses on developing a lifetime fitness program based on a personal fitness assessment and stresses strength, muscular endurance, flexibility, body composition and cardiovascular endurance. Includes fitness principles, nutrition, fad diets, weight control, stress management, adherence strategies and consumer information; promotes self-awareness and responsibility for fitness.

**Recreational Games (Introductory)**  
.5 or 1 Unit  
CIP #: 36.02700  
Prerequisite: None  
Credit Type: L1; Elective credit only  
Description: Introduces recreational games suitable for lifetime leisure activities, emphasizing the rules of each game and the skills necessary to play. Recreational games includes, but may not be limited to, volleyball, ultimate Frisbee, and kickball. Intermediate and Advanced courses enhance skills in Introductory course.
Students are encouraged to pursue a pathway of career interest by completing a sequence of three or four courses in a specific area. Upon completion of the pathway, students will take an end-of-pathway assessment and could possibly earn a national industry certification, or a national/state occupational certification of their technical skill attainment.

**AGRICULTURE, FOOD & NATURAL RESOURCES**

The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.

**Agriculture Work-Based Learning (WBL) Placement**

CIP #: 01.7XXX0XX

Prerequisite: Approval by Work-based Learning Coordinator; teacher recommendations; age 16 or older; able to provide own transportation; & concurrently enrolled in a related course or previously taken a related course

Credit Type: L1 or L2; Core or elective credit

Description: Develop transferable employability skills and awareness of workplace culture; mastery of a set of predetermined learning objectives identified with a training plan between the employer and student; understanding of the workplace and self-awareness of related career interests; identification of specific work tasks that will develop workplace competency, soft skills and portfolio development.

**Agriscience Work-Based Learning (WBL) Placement**

CIP #: 02.7XXX0XX

Prerequisite: Approval by Work-based Learning Coordinator; teacher recommendations; age 16 or older; able to provide own transportation; & concurrently enrolled in a related course or previously taken a related course

Credit Type: L1 or L2; Core or elective credit

Description: Develop transferable employability skills and awareness of workplace culture; mastery of a set of predetermined learning objectives identified with a training plan between the employer and student; understanding of the workplace and self-awareness of related career interests; identification of specific work tasks that will develop workplace competency, soft skills and portfolio development.

**Natural Resources Work-Based Learning (WBL) Placement**

CIP #: 03.7XXX0XX

Prerequisite: Approval by Work-based Learning Coordinator; teacher recommendations; age 16 or older; able to provide own transportation; & concurrently enrolled in a related course or previously taken a related course

Credit Type: L1 or L2; Core or elective credit

Description: Develop transferable employability skills and awareness of workplace culture; mastery of a set of predetermined learning objectives identified with a training plan between the employer and student; understanding of the workplace and self-awareness of related career interests; identification of specific work tasks that will develop workplace competency, soft skills and portfolio development.

**ARCHITECTURE & CONSTRUCTION**

Careers in designing, planning, managing, building and maintaining the built environment.

**Construction Technology Work-Based Learning (WBL) Placement**

CIP #: 46.7XXX0XX

Prerequisite: Application process required and acceptance into the program

Credit Type: L1 or L2; Core or elective credit

Description: Develop transferable employability skills and awareness of workplace culture; mastery of a set of predetermined learning objectives identified with a training plan between the employer and student; understanding of the workplace and self-awareness of related career interests; identification of specific work tasks that will develop workplace competency, soft skills and portfolio development.

**HVAC/Transportation Work-Based Learning (WBL) Placement**

CIP #: 47.7XXX0XX

Prerequisite: Approval by Work-based Learning Coordinator; teacher recommendations; age 16 or older; able to provide own transportation; & concurrently enrolled in a related course or previously taken a related course

Credit Type: L1 or L2; Core or elective credit

Description: Develop transferable employability skills and awareness of workplace culture; mastery of a set of predetermined learning objectives identified with a training plan between the employer and student; understanding of the workplace and self-awareness of related career interests; identification of specific work tasks that will develop workplace competency, soft skills and portfolio development.
ARTS, A/V TECHNOLOGY & COMMUNICATIONS

Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism and entertainment services.

Arts, A/V Technology & Communications Work-Based Learning (WBL) Placement .5 or 1 Unit
Arts, A/V Technology & Communications Work-Based Learning (WBL) Placement (Honors)
CIP #: 10.7XXX0XX
Prerequisite: Approval by Work-based Learning Coordinator; teacher recommendations; age 16 or older; able to provide own transportation; & concurrently enrolled in a related course or previously taken a related course
Credit Type: L1 or L2; Core or elective credit

Description: Develop transferable employability skills and awareness of workplace culture; mastery of a set of predetermined learning objectives identified with a training plan between the employer and student; understanding of the workplace and self-awareness of related career interests; identification of specific work tasks that will develop workplace competency, soft skills and portfolio development.

Precision Production Occupations Work-Based Learning (WBL) Placement .5 or 1 Unit
Precision Production Occupations Work-Based Learning (WBL) Placement (Honors)
CIP #: 48.7XXX0XX
Prerequisite: Approval by Work-based Learning Coordinator; teacher recommendations; age 16 or older; able to provide own transportation; & concurrently enrolled in a related course or previously taken a related course
Credit Type: L1 or L2; Core or elective credit

Description: Develop transferable employability skills and awareness of workplace culture; mastery of a set of predetermined learning objectives identified with a training plan between the employer and student; understanding of the workplace and self-awareness of related career interests; identification of specific work tasks that will develop workplace competency, soft skills and portfolio development.

BUSINESS, MANAGEMENT & ADMINISTRATION

Careers in planning, organizing, directing and evaluating business functions essential to efficient and productive business operations.

Business Management Work-Based Learning (WBL) Placement .5 or 1 Unit
Business Management Work-Based Learning (WBL) Placement (Honors)
CIP #: 06.7XXX0XX
Prerequisite: Approval by Work-based Learning Coordinator; teacher recommendations; age 16 or older; able to provide own transportation; & concurrently enrolled in a related course or previously taken a related course
Credit Type: L1 or L2; Core or elective credit

Description: Develop transferable employability skills and awareness of workplace culture; mastery of a set of predetermined learning objectives identified with a training plan between the employer and student; understanding of the workplace and self-awareness of related career interests; identification of specific work tasks that will develop workplace competency, soft skills and portfolio development.

Business Computer Science Work-Based Learning (WBL) Placement .5 or 1 Unit
Business Computer Science Work-Based Learning (WBL) Placement (Honors)
CIP #: 07.7XXX0XX
Prerequisite: Approval by Work-based Learning Coordinator; teacher recommendations; age 16 or older; able to provide own transportation; & concurrently enrolled in a related course or previously taken a related course
Credit Type: L1 or L2; Core or elective credit

Description: Develop transferable employability skills and awareness of workplace culture; mastery of a set of predetermined learning objectives identified with a training plan between the employer and student; understanding of the workplace and self-awareness of related career interests; identification of specific work tasks that will develop workplace competency, soft skills and portfolio development.

EDUCATION & TRAINING

Planning, managing and providing education and training services, and related learning support services such as administration, teaching/training, administrative support, and professional support services.

Education & Training Work-Based Learning (WBL) Placement .5 or 1 Unit
Education & Training Work-Based Learning (WBL) Placement (Honors)
CIP #: 13.7XXX0XX
Prerequisite: Approval by Work-based Learning Coordinator; teacher recommendations; age 16 or older; able to provide own transportation; & concurrently enrolled in a related course or previously taken a related course
Credit Type: L1 or L2; Core or elective credit

Description: Develop transferable employability skills and awareness of workplace culture; mastery of a set of predetermined learning objectives identified with a training plan between the employer and student; understanding of the workplace and self-awareness of related career interests; identification of specific work tasks that will develop workplace competency, soft skills and portfolio development.
## Early Childhood/Culinary Work-Based Learning (WBL) Placement

| .5 or 1 Unit | Description: Develop transferable employability skills and awareness of workplace culture; mastery of a set of predetermined learning objectives identified with a training plan between the employer and student; understanding of the workplace and self-awareness of related career interests; identification of specific work tasks that will develop workplace competency, soft skills and portfolio development. |

### FINANCE

Planning and related services for financial and investment planning, banking, insurance, and business financial management.

### BUSINESS COMPUTER SCIENCE WORK-BASED LEARNING (WBL) PLACEMENT

| .5 or 1 Unit | Description: Develop transferable employability skills and awareness of workplace culture; mastery of a set of predetermined learning objectives identified with a training plan between the employer and student; understanding of the workplace and self-awareness of related career interests; identification of specific work tasks that will develop workplace competency, soft skills and portfolio development. |

### GOVERNMENT AND PUBLIC ADMINISTRATION

Planning and executing government functions at the local, state and federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations.

### JROTC (WBL) PLACEMENT

| .5 or 1 Unit | Description: Develop transferable employability skills and awareness of workplace culture; mastery of a set of predetermined learning objectives identified with a training plan between the employer and student; understanding of the workplace and self-awareness of related career interests; identification of specific work tasks that will develop workplace competency, soft skills and portfolio development. |

### PUBLIC MANAGEMENT AND ADMINISTRATION WORK-BASED LEARNING (WBL) PLACEMENT

| .5 or 1 Unit | Description: Develop transferable employability skills and awareness of workplace culture; mastery of a set of predetermined learning objectives identified with a training plan between the employer and student; understanding of the workplace and self-awareness of related career interests; identification of specific work tasks that will develop workplace competency, soft skills and portfolio development. |

### HEALTH SCIENCE

Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

#### Therapeutic Services-Allied Health & Medicine
- Introduction to Healthcare Science
- Essentials of Healthcare
- Allied Health & Medicine

#### Therapeutic Services-Pharmacy Pathway
- Introduction to Healthcare Science
- Essentials of Healthcare
- Pharmacy Operations & Fundamentals

#### Therapeutic Services-Public Health
- Introduction to Healthcare Science
- Essentials of Healthcare
- Applications of Public Health
Introduction to Healthcare Science  
Introduction to Healthcare Science (Honors)  
1 Unit
CIP #:  25.521  
Prerequisite:  None  
Credit Type:  L1 or L2; Core or elective credit

Description:  The foundational course for all Health Science pathways. This course will enable students to receive initial exposure to the many Healthcare Science careers as well as employability, communication, and technology skills necessary in the healthcare industry. The concepts of human growth and development, interaction with patients and family members, health, wellness, and preventative care are evaluated, as well as the legal, ethical responsibilities of today’s healthcare provider. Fundamental healthcare skills development is initiated including microbiology, basic life support and first aid.

Essentials of Healthcare  
Essentials of Healthcare (Honors)  
1 Unit
CIP #:  25.44000  
Prerequisite:  Introduction to Healthcare Science  
Credit Type:  L1 or L2; Core or elective credit; course meets fourth science requirement for students entering ninth grade in 2008 and later and is recognized by the Board of Regents as such; beginning in 2015, students who earn credit for this course will also receive credit for Human Anatomy and Physiology, CIP #:  26.07300

Description:  Anatomy and Physiology is a vital part of most healthcare post-secondary education programs. The Essentials of Healthcare is a medical-focused anatomy course addressing the physiology of each body system, along with the investigation of common diseases, disorders and emerging diseases. The prevention of disease and the diagnosis and treatment that might be utilized are addressed, along with medical terminology related to each system.

Allied Health and Medicine  
Allied Health and Medicine (Honors)  
1 Unit
CIP #:  25.43700  
Prerequisite:  Essentials of Healthcare  
Credit Type:  L1 or L2; Core or elective credit

Description:  This course is designed to offer students (preferably upper classmen - juniors or seniors) the opportunity to become effective and efficient multi-skilled healthcare providers as they develop a working knowledge of various allied health opportunities.

Pharmacy Operations & Fundamentals  
Pharmacy Operations & Fundamentals (Honors)  
1 Unit
CIP #:  25.45300  
Prerequisite:  Introduction to Healthcare Science  
Credit Type:  L1; Core or elective credit

Description:  The 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.

Applications of Public Health  
1 Unit
CIP #:  25.452  
Prerequisite:  Introduction to Healthcare Science  
Credit Type:  L1; Core or elective credit

Description:  The standards for the Public and Community Health pathway apply to occupations or functions involved primarily in environmental health, community health and health education, epidemiology, disaster management, and geriatrics. The standards specify the knowledge and skills needed by professionals pursuing careers in this pathway. Sample occupations associated with this pathway are Community Health Worker, Community Health Worker, Epidemiologist, Health Educator, Advocate, and Environmentalist.

Health Science Technology Work-Based Learning (WBL) Placement  
Health Science Technology Work-Based Learning (WBL) Placement (Honors)  
.5 or 1 Unit
CIP #:  25.7XXX0XX  
Prerequisite:  Approval by Work-based Learning Coordinator; teacher recommendations; age 16 or older; able to provide own transportation; & concurrently enrolled in a related course or previously taken a related course  
Credit Type:  L1 or L2; Core or elective credit

Description:  Develop transferable employability skills and awareness of workplace culture; mastery of a set of predetermined learning objectives identified with a training plan between the employer and student; understanding of the workplace and self-awareness of related career interests; identification of specific work tasks that will develop workplace competency, soft skills and portfolio development.
Preparing individuals for employment in career pathways that relate to families and human needs such as restaurant and food/beverage services, lodging, travel and tourism, recreation, amusement and attractions.

**Hospitality, Recreation & Tourism Pathway (VP)**
- Marketing Principles
- Hospitality, Recreation & Tourism Essentials
- Hospitality, Recreation/Tourism Management

**Marketing Principles**
- **Credit:** 1 Unit
- **CIP #:** 08.474
- **Prerequisite:** None
- **Credit Type:** L1; Core or elective credit

**Description:** The foundational course for Marketing pathways and 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.

**Hospitality, Recreation & Tourism Essentials**
- **Credit:** 1 Unit
- **CIP #:** 08.45300
- **Prerequisite:** None
- **Credit Type:** L1; Core or elective credit

**Description:** Focuses on the basics of marketing and business in relation to the hospitality, recreation, and tourism industry in the U.S. and abroad. Students will study destination geography, world economies, and historical timelines related to major segments of the hospitality industry and will determine how the lodging industry uses marketing to achieve goals. The vital roles of group, convention and meeting planning, human relations, communications and ethics will be discussed along with the recreation industry segment. *Course available only at Lanier College Career Academy (LCCA).*

**Hospitality, Recreation & Tourism Management**
- **Credit:** 1 Unit
- **CIP #:** 08.45400
- **Prerequisite:** Hospitality, Recreation & Tourism Essentials; Honors requires recommendation of Hospitality teacher
- **Credit Type:** L1 or L2; Core or elective credit

**Description:** Analyze operations, control systems, management structures, service levels, cost effective operations and related technology in the hospitality industry. Demonstrate skills in handling legal and liability issues and human resources functions and develop an innate understanding that exemplary customer service skills define success in the industry. *Course available only at Lanier College Career Academy (LCCA).*

**Marketing, Sales & Service Work-Based Learning (WBL) Placement**
- **Credit:** .5 or 1 Unit
- **CIP #:** 08.7XXX0XX
- **Prerequisite:** Approval by Work-based Learning Coordinator; teacher recommendations; age 16 or older; able to provide own transportation; & concurrently enrolled in a related course or previously taken a related course
- **Credit Type:** L1 or L2; Core or elective credit

**Description:** Develop transferable employability skills and awareness of workplace culture; mastery of a set of predetermined learning objectives identified with a training plan between the employer and student; understanding of the workplace and self-awareness of related career interests; identification of specific work tasks that will develop workplace competency, soft skills and portfolio development.

**Culinary/Early Childhood Work-Based Learning (WBL) Placement**
- **Credit:** .5 or 1 Unit
- **CIP #:** 20.7XXX0XX
- **Prerequisite:** Approval by Work-based Learning Coordinator; teacher recommendations; age 16 or older; able to provide own transportation; & concurrently enrolled in a related course or previously taken a related course
- **Credit Type:** L1 or L2; Core or elective credit

**Description:** Develop transferable employability skills and awareness of workplace culture; mastery of a set of predetermined learning objectives identified with a training plan between the employer and student; understanding of the workplace and self-awareness of related career interests; identification of specific work tasks that will develop workplace competency, soft skills and portfolio development.
**HUMAN SERVICES**

Preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care, and consumer services.

**Personal Services Work-Based Learning (WBL) Placement**

**Personal Services Work-Based Learning (WBL) Placement (Honors)**

Prerequisite: Approval by Work-based Learning Coordinator; teacher recommendations; age 16 or older; able to provide own transportation; & concurrently enrolled in a related course or previously taken a related course.

Credit Type: L1 or L2; Core or elective credit.

Description: Develop transferable employability skills and awareness of workplace culture; mastery of a set of predetermined learning objectives identified with a training plan between the employer and student; understanding of the workplace and self-awareness of related career interests; identification of specific work tasks that will develop workplace competency, soft skills and portfolio development.

**Early Childhood/Culinary Work-Based Learning (WBL) Placement**

**Early Childhood/Culinary Work-Based Learning (WBL) Placement (Honors)**

CIP #: 12.7XXX0XX

Prerequisite: Approval by Work-based Learning Coordinator; teacher recommendations; age 16 or older; able to provide own transportation; & concurrently enrolled in a related course or previously taken a related course.

Credit Type: L1 or L2; Core or elective credit.

Description: Develop transferable employability skills and awareness of workplace culture; mastery of a set of predetermined learning objectives identified with a training plan between the employer and student; understanding of the workplace and self-awareness of related career interests; identification of specific work tasks that will develop workplace competency, soft skills and portfolio development.

**INFORMATION TECHNOLOGY**

Building linkages in Information Technology occupations for entry level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia and systems integration services.

**Programming Pathway (VP)**

- Introduction to Digital Technology OR
- Introduction to Software Technology
- Computer Science Principles OR AP Computer Science Principles
- Programming, Games, Apps and Society

**Computer Science Pathway (VP)**

- Introduction to Digital Technology OR
- Introduction to Software Technology
- Computer Science Principles OR AP Computer Science Principles
- AP Computer Science A

**Game Design Pathway (VP)**

- Introduction to Digital Technology OR
- Introduction to Software Technology
- Computer Science Principles OR AP Computer Science Principles
- Game Design: Animation and Simulation

**Introduction to Software Technology**

**Introduction to Software Technology (Honors)**

CIP #: 11.446

Prerequisite: None

Credit Type: L1 or L2; Core or elective credit.

Description: This course is designed for high school students to understand, communicate, and adapt to a digital world as it impacts their personal life, society, and the business world. Exposure to foundational knowledge in programming languages, software development, app creation, and user interfacing applications are all taught in a computer lab with hands-on activities and project-focused tasks.

**Computer Science Principles**

**Computer Science Principles (Honors)**

CIP #: 11.471

Prerequisite: Introduction to Digital Technology; teacher recommendation.

Credit Type: L1 or L2; Core or elective credit; course meets fourth science requirement for students entering ninth grade in 2015 and later and is recognized by the Board of Regents as such. Course also meets fourth mathematics or world language requirement in high school graduation; two computer science courses from the same pathway will satisfy two years of sequenced foreign language courses for USG admissions.
Description: Engage your creativity, demonstrate and build your problem solving ability all while connecting the relevance of computer science to the society! Focuses on building a solid understanding and foundation in computer science and emphasizes the content, practices, thinking and skills central to the discipline of computer science.

**AP Computer Science Principles**

CIP #: 11.019

Prerequisite: Teacher recommendation

Credit Type: L3; Core or elective credit; course meets fourth science requirement for students entering ninth grade in 2015 and later and is recognized by the Board of Regents as such. Course also meets fourth mathematics or world language requirement for high school graduation; two computer science courses from the same pathway will satisfy two years of sequenced foreign language courses for USG admissions.

Description: Engage your creativity, demonstrate and build your problem solving ability all while connecting the relevance of computer science to the society! Focuses on building a solid understanding and foundation in computer science and emphasizes the content, practices, thinking and skills central to the discipline of computer science.

**Programing, Games, Apps, Society**

Programing, Games, Apps and Society (Honors)

CIP# 11.47200

Prerequisite: Computer Science Principles

Credit Type: L1 or L2; Core or elective credit; course meets fourth science requirement for students entering ninth grade in 2015 and later and is recognized by the Board of Regents as such. Course also meets fourth mathematics or world language requirement for high school graduation; two computer science courses from the same pathway will satisfy two years of sequenced foreign language courses for USG admissions.

Description: Course is designed for students to strategize, design, and develop games and mobile and desktop applications that can be produced in the real world. Students will learn about life-cycles of project development and use models to develop applications. Attention will be placed on how user interfaces affect the usability and effectiveness of a game or an application.

**Game Design: Animation and Simulation**

Game Design: Animation and Simulation (Honors)

CIP #: 11.42900

Prerequisite: Computer Science Principles

Credit Type: L1 or L2; Core or elective credit; course meets fourth science requirement for students entering ninth grade in 2015 and later and is recognized by the Board of Regents as such. Course also meets fourth mathematics or world language requirement for high school graduation; two computer science courses from the same pathway will satisfy two years of sequenced foreign language courses for USG admissions.

Description: Students completing this course will gain an understanding of the fundamental principles used at every stage of the game creation process. First, game genres and modes of play are explored in terms of the psychology of incentives, motivation to play, and social networking. Next, virtual characters and non-player characters are reviewed from concept drawing to 2D and 3D art, rigging, and animation. Next, level design, storytelling, and animation are added to develop a virtual world around the characters. These same techniques are at work in training simulator systems, virtual shopping experiences, augmented reality, and a number of other important career options.

**Advanced Placement Computer Science A**

CIP #: 11.01600

Prerequisite: Approval by instructor

Credit Type: L3; Core or elective credit; course satisfies the fourth science requirement for students entering ninth grade in 2015 and later and is recognized by the Board of Regents as such. Course also meets fourth mathematics or world language requirement for high school graduation; two computer science courses from the same pathway will satisfy two years of sequenced foreign language courses for USG admissions.

Description: Conforms to the College Board syllabus for the Advanced Placement Computer Science Examination. Covers programming methodology, features of programming languages, fundamental data structures, algorithms, and computer systems. Students taking this course must take the AP exam.

**Information Technology Work-Based Learning (WBL) Placement**

Information Technology Work-Based Learning (WBL) Placement (Honors)

CIP #: 11.7XXX0XX

Prerequisite: Approval by Work-based Learning Coordinator; teacher recommendations; age 16 or older; able to provide own transportation; & concurrently enrolled in a related course or previously taken a related course

Credit Type: L1 or L2; Core or elective credit

Description: Develop transferable employability skills and awareness of workplace culture; mastery of a set of predetermined learning objectives identified with a training plan between the employer and student; understanding of the workplace and self-awareness of related career interests; identification of specific work tasks that will develop workplace competency, soft skills and portfolio development.
### Information Technology Work-Based Learning (WBL) Placement (.5 or 1 Unit)

**Prerequisite:** Approval by Work-based Learning Coordinator; teacher recommendations; age 16 or older; able to provide own transportation; & concurrently enrolled in a related course or previously taken a related course

**Credit Type:** L1 or L2; Core or elective credit

**Description:** Develop transferable employability skills and awareness of workplace culture; mastery of a set of predetermined learning objectives identified with a training plan between the employer and student; understanding of the workplace and self-awareness of related career interests; identification of specific work tasks that will develop workplace competency, soft skills and portfolio development.

### LAW, PUBLIC SAFETY & SECURITY

Prepares students with basic knowledge and skills for careers in the public safety and protective services.

#### Law, Public Safety & Security Work-Based Learning (WBL) Placement (.5 or 1 Unit)

**Prerequisite:** Approval by Work-based Learning Coordinator; teacher recommendations; age 16 or older; able to provide own transportation; & concurrently enrolled in a related course or previously taken a related course

**Credit Type:** L1 or L2; Core or elective credit

**Description:** Develop transferable employability skills and awareness of workplace culture; mastery of a set of predetermined learning objectives identified with a training plan between the employer and student; understanding of the workplace and self-awareness of related career interests; identification of specific work tasks that will develop workplace competency, soft skills and portfolio development.

### MANUFACTURING

Prepares students to plan, manage, and perform the processing of materials into intermediate or final products and maintenance for manufacturing/process engineering.

#### Science, Technology, Engineering & Mathematics Work-Based Learning (WBL) Placement (.5 or 1 Unit)

**Prerequisite:** Approval by Work-based Learning Coordinator; teacher recommendations; age 16 or older; able to provide own transportation; & concurrently enrolled in a related course or previously taken a related course

**Credit Type:** L1 or L2; Core or elective credit

**Description:** Develop transferable employability skills and awareness of workplace culture; mastery of a set of predetermined learning objectives identified with a training plan between the employer and student; understanding of the workplace and self-awareness of related career interests; identification of specific work tasks that will develop workplace competency, soft skills and portfolio development.

### MARKETING, SALES & SERVICE

Planning, managing, and performing marketing activities to reach organizational objectives such as brand management, professional sales, merchandising, marketing communications and market research.

#### Marketing & Management Pathway

- Marketing Principles
- Marketing & Entrepreneurship
- Marketing Management
Marketing Principles  
CIP #: 08.474  
Prerequisite: None
Credit Type: L1; Core or elective credit

Description: The foundational course for Marketing pathways and 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.

Marketing & Entrepreneurship  
CIP #: 08.44100
Prerequisite: Marketing Principles
Credit Type: L1; Core or elective credit

Description: Begins an in-depth and detailed study of marketing while also focusing on management with specific emphasis on small business ownership. Builds on the theories learned in Marketing Principles by providing practical application scenarios which test these theories. In addition, focuses on the role of the supervisor and examines the qualities needed to be successful.

Marketing Management  
CIP #: 08.44200
Prerequisite: Marketing Principles
Credit Type: L1; Core or elective credit

Description: 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. Includes global marketing where students analyze marketing strategies employed in the United States versus those employed in other countries.

Marketing, Sales & Service Work-Based Learning (WBL) Placement  
CIP #: 08.7XXX0XX
Prerequisite: Approval by Work-based Learning Coordinator; teacher recommendations; age 16 or older; able to provide own transportation; concurrently enrolled in a related course or previously taken a related course
Credit Type: L1 or L2; Core or elective credit

Description: Develop transferable employability skills and awareness of workplace culture; mastery of a set of predetermined learning objectives identified with a training plan between the employer and student; understanding of the workplace and self-awareness of related career interests; identification of specific work tasks that will develop workplace competency, soft skills and portfolio development.

SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS

Science, Technology, Engineering & Mathematics Work-Based Learning (WBL) Placement  
CIP #: 21.7XXX0XX
Prerequisite: Approval by Work-based Learning Coordinator; teacher recommendations; age 16 or older; able to provide own transportation; concurrently enrolled in a related course or previously taken a related course
Credit Type: L1 or L2; Core or elective credit

Description: Develop transferable employability skills and awareness of workplace culture; mastery of a set of predetermined learning objectives identified with a training plan between the employer and student; understanding of the workplace and self-awareness of related career interests; identification of specific work tasks that will develop workplace competency, soft skills and portfolio development.

Precision Production Occupations Work-Based Learning (WBL) Placement  
CIP #: 48.7XXX0XX
Prerequisite: Approval by Work-based Learning Coordinator; teacher recommendations; age 16 or older; able to provide own transportation; concurrently enrolled in a related course or previously taken a related course
Credit Type: L1 or L2; Core or elective credit

Description: Develop transferable employability skills and awareness of workplace culture; mastery of a set of predetermined learning objectives identified with a training plan between the employer and student; understanding of the workplace and self-awareness of related career interests; identification of specific work tasks that will develop workplace competency, soft skills and portfolio development.
TRANSPORTATION, DISTRIBUTION & LOGISTICS

The planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

HVAC/Transportation Work-Based Learning (WBL) Placement

HVAC/Transportation Work-Based Learning (WBL) Placement (Honors)

CIP #: 47.7XXX0XX
Prerequisite: Approval by Work-based Learning Coordinator; teacher recommendations; age 16 or older; able to provide own transportation; & concurrently enrolled in a related course or previously taken a related course
Credit Type: L1 or L2; Core or elective credit

Description: Develop transferable employability skills and awareness of workplace culture; mastery of a set of predetermined learning objectives identified with a training plan between the employer and student; understanding of the workplace and self-awareness of related career interests; identification of specific work tasks that will develop workplace competency, soft skills and portfolio development.

CAREER EXPLORATION

Workforce Ready Work-Based Learning (WBL) Placement

Workforce Ready Work-Based Learning (WBL) Placement (Honors)

CIP #: 32.7XXX0XX
Prerequisite: Approval by Work-based Learning Coordinator; teacher recommendations; age 16 or older; able to provide own transportation; & concurrently enrolled in a related course or previously taken a related course
Credit Type: L1 or L2; Core or elective credit

Description: Develop transferable employability skills and awareness of workplace culture; mastery of a set of predetermined learning objectives identified with a training plan between the employer and student; understanding of the workplace and self-awareness of related career interests; identification of specific work tasks that will develop workplace competency, soft skills and portfolio development.
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