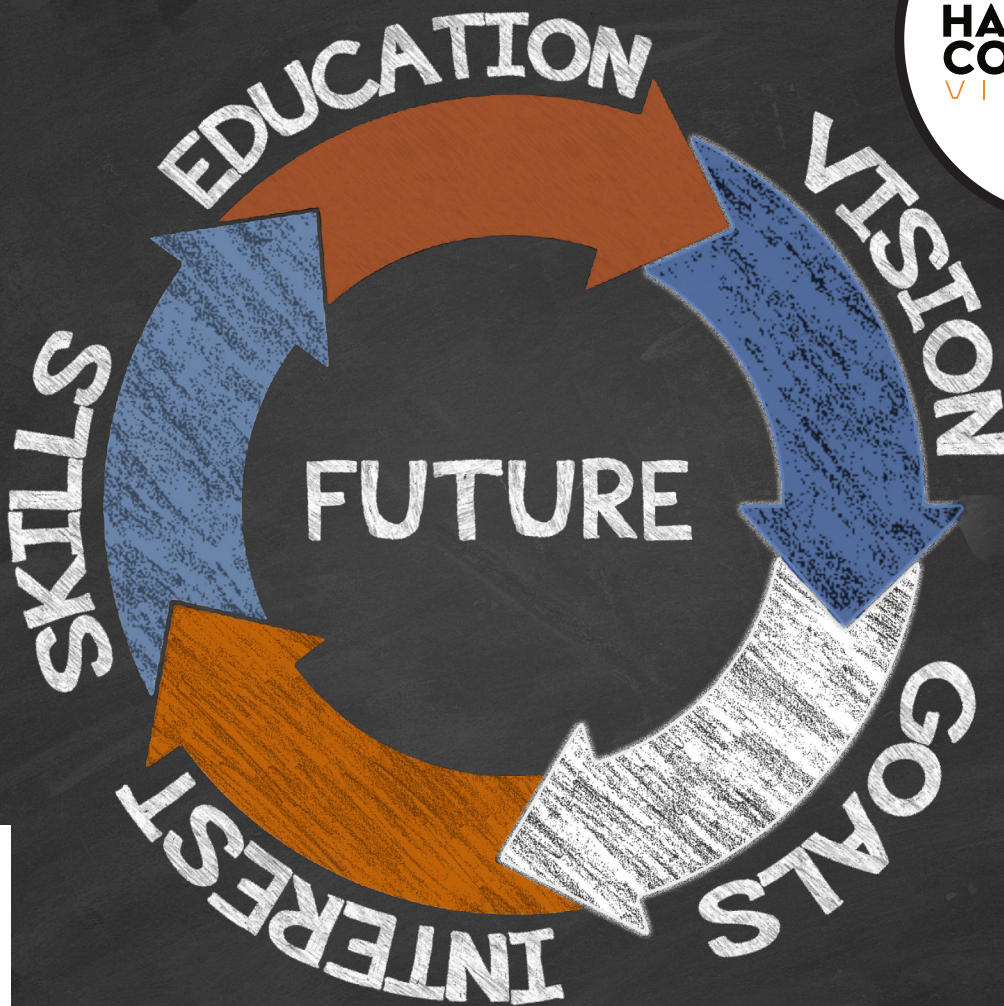


2024–2025

HALL COUNTY SCHOOLS
Secondary School Planning Guide

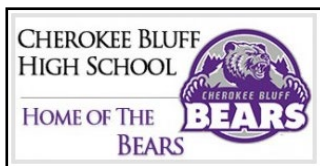
COURSES | PROGRAMS | PATHWAYS

Character, Competency, Rigor... For All



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

**The Hall County School District is committed to...
developing LIFE READY GRADUATES!**



Programs of Choice: LEGACY Program and AP Capstone Program

Career Technology Programs: Animation & Digital Media, Criminal Justice with Forensics, Education & Training, Engineering, Government & Public Administration, Health Science, Information Technology, Marketing, Metals Technology and Workforce Ready



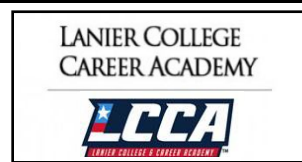
Programs of Choice: Johnson International Scholars Academy (JISA) and International Baccalaureate (IB) Diploma Program

Career Technology Programs: Audio-Video Technology, Business, Construction, Cybersecurity, Education & Training, Graphic Arts, Health Science, and Information Technology



Programs of Choice: Renaissance Academy for Creative Enterprises (RACE), and AP Capstone Program

Career Technology Programs: Audio-Video Technology, Automotive, Construction, Education & Training, Graphic Arts, Health Science, Information Technology, and Marketing



Programs of Choice: PT CTAE Pathways, FT Specialized Programs, and Dual Enrollment: Ag Mechanics, Baking & Pastry, Cosmetology, Culinary Arts, Fashion Merch, Forestry/Wildlife, Govt & Public Admin, Mktg Promotions, Hospitality & Tourism, HVAC and Workforce Ready

DE Certificates: Auto Collision, Criminal Justice, Design & Media, Diesel/Electrical, Early Childhood, Esthetics, Industrial Electrician, Marine Engine, Prep Cook, Salon & Spa, & Welding



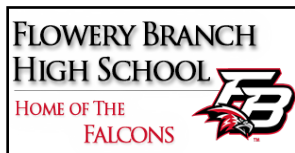
Programs of Choice: Endless Possibilities in Creativity and Collaboration (EpiCC) Academy and Navy Junior ROTC Program

Career Technology Programs: Agriculture/Horticulture, Business, Graphic Arts, Health Science, Navy ROTC, Transportation and Workforce Ready



Programs of Choice: Atlas Academy, International Baccalaureate (IB) Diploma Program, and STEM (Science, Technology, Engineering, and Mathematics) Academy

Career Technology Programs: Agriculture/Horticulture, Business, Education & Training, Engineering, Family Consumer Science, Health Science, Information Technology, Marketing, Metals Technology, and Workforce Ready



Program of Choice: STEAM (Science, Technology, Engineering, Arts and Mathematics) Academy and AP Capstone Program

Career Technology Programs: Education & Training, Engineering, Family Consumer Science, Graphic Arts, Health Science, Information Technology, Marketing, Metals Technology and Workforce Ready



Program of Choice: Innovation Institute (i2), International Baccalaureate (IB) Diploma Programme and International Baccalaureate (IB) Career Related Programme

Career Technology Programs: Audio-Video Technology, Construction, Education & Training, Graphic Arts, Health Science, Information Technology, Manufacturing, Marketing, and Workforce Ready



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 a 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.

Hall County Schools Graduation Requirements for Students

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.

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

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.

GRADUATION PLAN

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 16 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



Social Studies – 3 units

- World History*
- US History*
- American Government (1/2 unit)*
- Personal Finance & Economics (1/2 unit)*



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



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*



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



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.

Subject	English Language Arts – ELA	Math – MA	Science – SC	Social Studies – SS	Health & Physical Education - HPE	CTAE, Fine Arts, Modern Language	Electives	Total
Credits Required	4 units – must include 9 th Grade Literature & American Literature plus two additional GSE/AP/IB/DE courses 	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 	4 units – must include Physical Science or Physics; Biology; Chemistry, Earth Systems, Environmental Science or AP/IB/DE courses 	3 units – must include World History, US History, Personal Finance & Economics, and Government 	1 unit – must include ½ unit of Health and ½ unit of Personal Fitness 	3 units – any combination; two units of Modern Language required for most four-year post-secondary institutions  	4 units    	23 Units

MY CHOICES

8th Grade Record Carnegie unit courses earned	9th Grade For promotion to 10 th grade: 6 credits	10th Grade For promotion to 11 th grade: 12 credits* *2 Core English, Math, Science plus 1 Core Social Studies	11th Grade For promotion to 12 th grade: 18 credits** **2 Core English, Science, Social Studies plus 3 Core Math and a planned program to graduate	12th Grade 23 credits required in order to receive a high school diploma (refer to chart above).	Post-Secondary Record courses taken and earned through Dual Enrollment.
ELA _____	ELA _____	ELA _____	ELA _____	ELA _____	ELA _____
MA _____	MA _____	MA _____	MA _____	MA _____	MA _____
SC _____	SC _____	SC _____	SC _____	SC _____	SC _____
	SS _____	SS _____	SS _____	SS _____	SS _____
HPE _____	HPE _____	HPE _____	HPE _____	HPE _____	HPE _____
CTAE _____	CTAE _____	CTAE _____	CTAE _____	CTAE _____	CTAE _____
FA _____	FA _____	FA _____	FA _____	FA _____	FA _____
ML _____	ML _____	ML _____	ML _____	ML _____	ML _____
Other _____	Other _____	Other _____	Other _____	Other _____	Other _____
Other _____	Other _____	Other _____	Other _____	Other _____	Other _____

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 Chestatee 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 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
- Ivester Healthcare Scholars: Cohort of junior students interested in and gaining experiences in healthcare fields
- UGA- College of Ag and Environmental Sciences Ivester Rising Agricultural Scholars: Cohort of senior students interested in and gaining experience with UGA in the Agricultural and/or Environmental fields.

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.

(*DE Courses must be from Georgia Student Finance Commission Approved Course Directory.)

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

Beginning in August of the 2022-23 School Year			
Final Numeric Course Grade	LEVEL 3	LEVEL 2	LEVEL 1
	AP/IB/ DE Core / DE Non-Core courses at 2000 level or higher**	Honors/ Accelerated/ DE Non-Core 1000 level courses**	All other courses
90 – 100	5.0	4.5	4.0
80 – 89	4.0	3.5	3.0
70 – 79	3.0	2.5	2.0
BELOW 70	0	0	0
<70 with earned credit*	2.0	1.5	1.0
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 through Georgia Student Finance Commission (GSFC) up to 30 credit hours 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. Other GSFC rules may apply.

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, forestry/wildlife, 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: Auto Collision Repair, Basic Marine Engine Tech, Shielded Metal Arc Welder, Criminal Justice, Design & Media Production, Diesel Electrical Systems Tech, Early Childhood Education, Esthetics, Gas Metal Arc Welder, Industrial Electrician, Prep Cook, and Salon & Spa Support. 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.

VIRTUAL PROGRAM OF CHOICE CTAE CAREER PATHWAY OFFERINGS



Begin **TODAY** planning for **TOMORROW!**

Start preparing for the future now! Make the connection between learning and the real world.

Career Technology courses will help answer three key questions:

What am I learning?

Why am I learning it?

How am I going to use it?

Whatever your plans may be after high school, Career Technology courses and Career Pathways will give you a head start and help build the foundation in many technical and professional careers.

Don't Delay! Prepare for YOUR Future Now!

See the *reverse* of this document for pathway offerings at your school. 

SCHOOL LOCATIONS

C = Chestatee
CB = Cherokee Bluff
E = East Hall
F = Flowery Branch
J = Johnson
L = Lanier College & Career Academy
N = North Hall
VP = Vitrual Program of Choice
W = West Hall

PATHWAY REQUIREMENTS

* To fulfill the state pathway requirements, students must complete the three courses shown in the pathway (reverse of this page) and take the Credentials of Value assessment (COV) where available. If successful on the COV, students will earn an industry credential.

H = Honors Pathway Available

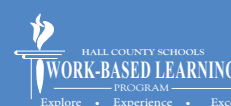
CAPSTONE EXPERIENCE

Work-Based Learning (WBL) ^H Internship

These valuable, hands-on opportunities are available in ALL career cluster areas.

Please see your school's WBL Coordinator / Career Specialist for additional information.

www.hallcowbl.org



Scan for details on each pathway!

Legend for Reverse of this Document

- [^] Meets 4th Science requirement; approved by Board of Regents.
- [~] Meets 4th Math 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.
- [⌘] Integrated credit can be earned upon completion of pathway.
- [«] Embedded credit earned upon completion of course.



Virtual Program of Choice

2024-2025 CTAE CareerPathway Offerings

hallco.org/web/ctae-pathway-charts/



Start preparing for the future now! Make the connection between learning and the real world.

Career Technology courses will help answer three key questions: What am I learning? Why am I learning it? How am I going to use it? Whatever your plans may be after high school, Career Technology courses and Career Pathways will give you a head start and help build a foundation for many technical and professional careers.

Don't Delay! Prepare for YOUR Future Now!



Begin **TODAY** planning for **TOMORROW**!

AGRICULTURE, FOOD & NATURAL RESOURCES

Agriculture Leadership in Animal Production (N)
02.47100 Basic Agricultural Science
02.42100 Animal Science & Biotechnology ^
01.41200 Agribusiness Management and Leadership
Capstone Experience: WBL Internship

Agriculture Leadership in Horticulture (N)
02.47100 Basic Agricultural Science
01.46100 General Horticulture and Plant Science ^
01.41200 Agribusiness Management and Leadership
Capstone Experience: WBL Internship

Agriculture Mechanics & Electrical Systems (L)
02.47100 Basic Agricultural Science
01.42100 Agricultural Mechanics Technology I
01.42600 Agricultural Electricity and Electric Controls
Capstone Experience: WBL Internship

Agriculture Mechanics/Metal Fabrication (L)
02.47100 Basic Agricultural Science
01.42100 Agricultural Mechanics Technology I
01.42400 Agricultural Metals Fabrication
Capstone Experience: WBL Internship

Agriculture Mechanics Systems (L)
02.47100 Basic Agricultural Science
01.42100 Agricultural Mechanics Technology I
01.42200 Agricultural Mechanics Technology II
Capstone Experience: WBL Internship

Animal/Mechanical Systems (N)
02.47100 Basic Agricultural Science
01.42100 Agricultural Mechanics Technology I
01.43200 Agricultural Animal Production and Mgt
Capstone Experience: WBL Internship

Food Animal Systems (N)
02.47100 Basic Agricultural Science
02.42100 Animal Science & Biotechnology ^
01.43200 Agricultural Animal Production and Mgt
Capstone Experience: WBL Internship

Forest Mechanical Systems (L)
02.47100 Basic Agricultural Science
01.42100 Agricultural Mechanics Technology I
03.45100 Forest Science ^
Capstone Experience: WBL Internship

Forestry/Wildlife Systems (L)
02.47100 Basic Agricultural Science
03.45100 Forest Science ^
03.45300 Wildlife Management
Capstone Experience: WBL Internship

Horticulture & Animal Systems (E, N)
02.47100 Basic Agricultural Science
01.46100 General Horticulture and Plant Science ^
02.42100 Animal Science/Biotechnology ^
Capstone Experience: WBL Internship

Horticulture/Mechanical Systems (N)
02.47100 Basic Agricultural Science
01.46100 General Horticulture and Plant Science ^
01.42100 Agricultural Mechanics Technology I
Capstone Experience: WBL Internship

Veterinary Science Pathway (E, N)
02.47100 Basic Agricultural Science
02.42100 Animal Science & Biotechnology ^
02.42400 Veterinary Science
Capstone Experience: WBL Internship

ARCHITECTURE & CONSTRUCTION

HVACR Electrical (L)
46.54500 Industry Fund & Occupational Safety
47.41400 Introduction to HVACR Systems
47.41600 Low Voltage Electrical
Capstone Experience: WBL Internship

Plumbing (J)
46.54500 Industry Fund & Occupational Safety
46.54600 Introduction to Construction
45.58000 Plumbing I
Capstone Experience: WBL Internship

ARTS, A/V TECHNOLOGY & COMMUNICATIONS

Animation and Digital Media (CB)
48.42100 Introduction to Digital Media
48.42200 Principles and Concepts of Animation
48.42300 Adv Animation, Game and App Design
Capstone Experience: WBL Internship

Audio-Video Technology/Film I (C, J, W)
10.51810 Audio-Video Technology Film I
10.51910 Audio-Video Tech Film II
10.52010 Audio-Video Tech Film III ^
Capstone Experience: WBL Internship

Audio-Video Technology & Film II (C, J, W)
10.51810 Audio-Video Technology Film I
10.51910 Audio-Video Tech Film II
10.51410 Broadcast Video Applications ^
Capstone Experience: WBL Internship

Graphic Communications ^ (E, F, J, W)
48.56100 Introduction to Graphics and Design
48.56200 Graphic Design and Production
48.57000 Adv Graphic Output Processes
Capstone Experience: WBL Internship

Graphic Design ^ (C, E, F, J, W)
48.56100 Introduction to Graphics and Design
48.56200 Graphic Design and Production
48.52800 Advanced Graphic Design
Capstone Experience: WBL Internship

EDUCATION & TRAINING

Teaching As A Profession ^ (VP)
13.01100 Examining the Teaching Profession
13.01200 Contemporary Issues in Education
13.01300 Teaching as a Profession Practicum
Capstone Experience: WBL Internship

GOVERNMENT & PUBLIC ADMINISTRATION

JROTC Naval Science (E)
28.02100 Cadet Field Manual
28.02200 Introduction to NJROTC
28.02300 Maritime History
Capstone Experience: WBL Internship

HEALTH SCIENCE

Allied Health & Medicine ^ (VP)
25.52100 Introduction to Healthcare Science
25.44000 Essentials of Healthcare ^
25.43700 Allied Health & Medicine
Capstone Experience: WBL Internship

Therapeutic Services-Mental Health Prof. (VP)
25.52100 Introduction to Healthcare Science
25.44000 Essentials of Healthcare ^
25.47000 Mental Health Professional
Capstone Experience: WBL Internship

Therapeutic Services-Pharmacy ^ (VP)
25.52100 Introduction to Healthcare Science
25.44000 Essentials of Healthcare ^
25.45300 Pharmacy Operations & Fundamentals ^^
Capstone Experience: WBL Internship

Therapeutic Services-Public Health (VP)
25.52100 Introduction to Healthcare Science
25.44000 Essentials of Healthcare ^
25.45200 Applications of Public Health ^^
Capstone Experience: WBL Internship

HOSPITALITY & TOURISM

Baking & Pastry (L)
20.53100 Introduction to Culinary Arts
20.XXXX Baking & Pastry I
20.XXXX Baking & Pastry II
Capstone Experience: WBL Internship

HOSPITALITY & TOURISM

Culinary Arts (L) ^
20.53100 Introduction to Culinary Arts
20.53210 Culinary Arts I
20.53310 Culinary Arts II
Capstone Experience: WBL Internship

Hospitality, Recreation & Tourism (VP)
08.47400 Marketing Principles
08.45300 Hospitality, Rec & Tourism Essentials ^
08.45400 Hospitality, Rec & Tourism Mgmt ^
Capstone Experience: WBL Internship

HUMAN SERVICES

Personal Care Services-Cosmetology (L)
12.54400 Intro to Personal Care Services
12.41000 Cosmetology Services II
12.41100 Cosmetology Services III
Capstone Experience: WBL Internship

INFORMATION TECHNOLOGY

Computer Science ^ (VP)
11.44600 Introduction to Software Technology ^
11.47100 Computer Science Principles ^ ~ OR
11.01900 AP Computer Science Principles ^ ~
11.01600 AP Computer Science A ^ ~
Capstone Experience: WBL Internship

Game Design ^ (VP)
11.44600 Introduction to Software Technology
11.47100 Computer Science Principles ^ ~ OR
11.01900 AP Computer Science Principles ^ ~
11.42900 Game Design: Animation and Simulation ^ ~
Capstone Experience: WBL Internship

Programming ^ (VP)
11.44600 Introduction to Software Technology
11.47100 Computer Science Principles ^ ~ OR
11.01900 AP Computer Science Principles ^ ~
11.47200 Program, Games, Apps & Society ^ ~
Capstone Experience: WBL Internship

MANUFACTURING

Machine Operations (F, N)
46.54500 Industry Fund & Occupational Safety
48.58100 Introduction to Metals
48.59100 Machining Operations I
Capstone Experience: WBL Internship

Manufacturing (W)
21.44100 Foundations of Mfg & Materials Science
21.44500 Robotics and Automated Systems
21.44400 Production Enterprises
Capstone Experience: WBL Internship

Sheet Metal (CB)
46.54500 Industry Fund & Occupational Safety
48.58100 Introduction to Metals
48.58200 Sheet Metal I
Capstone Experience: WBL Internship

Welding (CB, F, N)
46.54500 Industry Fund & Occupational Safety
48.58100 Introduction to Metals
48.55100 Welding I
Capstone Experience: WBL Internship

SCIENCE, TECH, ENGINEERING & MATHEMATICS

Engineering & Technology ^ (CB, F, N)
21.42500 Foundations of Engineering/Technology
21.47100 Engineering Concepts
21.47200 Engineering Applications
Capstone Experience: WBL Internship

AUTOMOTIVE

General Automotive Technology (C, E)
47.45000 Automotive Technologies 1
47.45100 Automotive Technologies 2
47.45200 Automotive Technologies 3
Capstone Experience: WBL Internship

* Course must be taken at home school.



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.

ENGLISH/LANGUAGE ARTS

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×

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.

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^x**1 Unit****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×

.5 Unit

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^x**1 Unit**

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×

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.

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)

1 Unit

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 #: 6 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×

1 Unit

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.

ENGLISH/LANGUAGE ARTS

Ninth Grade Literature/Composition

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.

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

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 #: 23.7XXXXXX

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.

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.

Co-Requisite Algebra Support for Algebra: Concepts and Connections

1 Unit

CIP #: 27.08120

Prerequisite: None

Credit Type: L1; Elective credit only

Description: This course is designed to be used as a co-requisite support course for Algebra: Concepts and Connections to support student learning in the core mathematics course.

Geometry: Concepts and Connections

1 Unit

Geometry: Concepts and Connections (Honors)

CIP #: 27.08210

Prerequisite: GSE Algebra I or Algebra: Concepts and Connections

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 or Geometry: Concepts and Connections

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: Geometry: Concepts and Connections and Teacher recommendations

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 or Advanced Algebra: Concepts and Connections

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 Advanced Algebra: Concepts and Connections (or the equivalent)

Credit Type: L1; Core or elective credit

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 Enhanced Advanced Algebra and AP Precalculus: Concepts and Connections or Precalculus or AP Precalculus

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

Teacher recommendation and Enhanced Advanced Algebra and AP Precalculus: Concepts and Connections or Precalculus or AP Precalculus 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**Earth Systems (Honors)****1 Unit**

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 **1 Unit**
Forensic Science (Honors)
 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 use 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 **1 Unit**
Physics I (Honors)
 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 #: 26.7XXXXXX
 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.

Physical Sciences Work-Based Learning (WBL) Placement **.5 or 1 Unit**
Physical Sciences Work-Based Learning (WBL) Placement (Honors)
 CIP #: 40.7XXXXXX
 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.

Advanced Placement (AP) Human Geography****1 Unit**

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**1 Unit****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***1 Unit****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**.5 Unit****American Government/Civics (Honors)****Advanced Placement (AP) Government/Politics: United States****

CIP #: 45.05700

CIP #: 45.05200 (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 #: 45.7XXXXXX

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.

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 #: 63.7XXXXXX

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****Theatre Arts/Fundamentals I – IV^****.5 or 1 Unit**

CIP #: 52.02100 (I)

CIP #: 52.02200 (II)

CIP #: 52.02300 (III)

CIP #: 52.02400 (IV)

Prerequisite: Courses must be taken in sequence

Credit Type: L1; Core or elective credit

Description: 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 from informal and formal theatre, film and electronic media.

Theatre Arts Work-Based Learning (WBL) Placement**.5 or 1 Unit****Theatre Arts Work-Based Learning (WBL) Placement (Honors)**

CIP #: 52.7XXXXXX

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.

MUSIC**Music Appreciation I, II^****.5 or 1 Unit**

CIP #: 53.014

CIP #: 53.015

Prerequisite: None

Credit Type: L1; Core or elective credit

Description: 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.

Music Work-Based Learning (WBL) Placement**.5 or 1 Unit****Music Work-Based Learning (WBL) Placement (Honors)**

CIP #: 53.7XXXXXX

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.

Visual Arts Comprehensive I – II**.5 or 1 Unit**

CIP #: 50.02110 (I)

CIP #: 50.02120 (II)

Prerequisite: Visual Arts Comprehensive I; Courses must be taken in sequence; full unit must be earned before enrolling for the next course in the sequence

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.

Visual Arts/Drawing I, II^**1 Unit**

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****1 Unit**

CIP #: 50.08110

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****1 Unit**

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****1 Unit**

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****1 Unit**

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

.5 or 1 Unit

Visual Arts Work-Based Learning (WBL) Placement (Honors)

CIP #: 50.7XXXXXX

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.

PROFESSIONAL/CAREER PREPARATION

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 or 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 AND PHYSICAL EDUCATION

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 T: 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.

CAREER/TECHNOLOGY



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

.5 or 1 Unit

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

CIP #: 01.7XXXXXX

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

.5 or 1 Unit

Agriculture, Science & Technology Work-Based Learning (WBL) Placement (Honors)

CIP #: 02.7XXXXXX

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

.5 or 1 Unit

Agriculture, Science & Technology Work-Based Learning (WBL) Placement (Honors)

CIP #: 03.7XXXXXX

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

.5 or 1 Unit

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

CIP #: 46.7XXXXXX

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.

HVAC/Transportation Work-Based Learning (WBL) Placement**.5 or 1 Unit****HVAC/Transportation Work-Based Learning (WBL) Placement (Honors)**

CIP #: 47.7XXXXXX

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 #: 10.7XXXXXX

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 #: 48.7XXXXXX

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 #: 06.7XXXXXX

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 #: 07.7XXXXXX

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.

Teaching As A Profession Pathway ^H (VP)

- Examining the Teaching Profession
- Contemporary Issues in Education
- Teaching as a Profession Practicum

Examining the Teaching Profession

1 Unit

Examining the Teaching Profession (Honors)

CIP #: 13.011

Prerequisite: Must be in grades 10-12

Credit Type: L2; Elective credit; course may be blocked for two periods in a semester

Description: Foundational course under the Teaching as a Profession pathway and prepares students for future positions in the field of education. Students study, apply, and practice the use of current technologies, effective teaching and learning strategies, the creation of an effective learning environment, the creation of instructional opportunities for diverse learners and students with special needs, and plan instruction based on knowledge of subject matter, students, community, and curriculum performance standards.

Contemporary Issues in Education

1 Unit

Contemporary Issues in Education (Honors)

CIP #: 13.012

Prerequisite: Examining the Teaching Profession

Credit Type: L2; Elective credit; course may be blocked for two periods in a semester

Description: Engages the candidate in observations, interactions, and analyses of critical and contemporary educational issues. The candidate will investigate issues influencing the social and political contexts of educational settings in Georgia and the United States and actively examine the teaching profession from multiple vantage points both within and outside of the school.

Teaching as a Profession Practicum

1 Unit

Teaching as a Profession Practicum (Honors)

CIP #: 13.01300

Prerequisite: Examining the Teaching Profession or approval of WBL Coordinator

Credit Type: L2; Elective credit; course may be blocked for two periods in a semester

Description: Field experience under the direct supervision of a certified mentor teacher; stresses observing, analyzing, & classifying activities of the mentor teacher; plan & teach a lesson(s), understand and practice confidentiality as it pertains to the teaching profession, maintain the safety of the students & practice professionalism and ethical behavior. Candidate intern will develop a portfolio.

Education & Training Work-Based Learning (WBL) Placement

.5 or 1 Unit

Education & Training Work-Based Learning (WBL) Placement (Honors)

CIP #: 13.7XXXXXX

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

CIP #: 20.7XXXXXX

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.

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****Business Computer Science Work-Based Learning (WBL) Placement (Honors)**

CIP #: 07.7XXXXXX

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.

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.

Public Management and Administration (WBL) Placement**.5 or 1 Unit****Public Management and Administration Work-Based Learning (WBL) Placement (Honors)**

CIP #: 29.7XXXXXX

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.

JROTC (WBL) Placement**.5 or 1 Unit****JROTC Work-Based Learning (WBL) Placement (Honors)**

CIP #: 28.7XXXXXX

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.

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

Therapeutic Serv-Allied Health & Medicine " (VP)

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

Therapeutic Services-Pharmacy " (VP)

- Introduction to Healthcare Science
- Essentials of Healthcare
- Pharmacy Operations & Fundamentals

Therapeutic Serv-Mental Health Professional (VP)

- Introduction to Healthcare Science
- Essentials of Healthcare
- Mental Health Professional

Therapeutic Services-Public Health (VP)

- Introduction to Healthcare Science
- Essentials of Healthcare
- Applications of Public Health

Note: The third course of many pathways are rotated every other year.

Introduction to Healthcare Science

1 Unit

Introduction to Healthcare Science (Honors)

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

1 Unit

Essentials of Healthcare (Honors)

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 1 unit of credit for this course may also receive 1 unit of credit for Human Anatomy and Physiology, CIP #: 26.07300 earning the same grade for both courses**

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

1 Unit

Allied Health and Medicine (Honors)

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.

Mental Health Professional

1 Unit

CIP #: 25.47000

Prerequisite: Introduction to Healthcare Science

Credit Type: L1; Core or elective credit.

Description: The course is focused on emotional, mental, and behavioral health and wellness. While learning about diverse mental health needs, students will gain knowledge about techniques used in recognizing, preventing, supporting, and treating various behavioral and mental health disorders.

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

.5 or 1 Unit

Health Science Technology Work-Based Learning (WBL) Placement (Honors)

CIP #: 25.7XXXXXX

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.

HOSPITALITY AND TOURISM

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.

Marketing, Sales & Service Work-Based Learning (WBL) Placement

.5 or 1 Unit

Marketing, Sales & Service Work-Based Learning (WBL) Placement (Honors)

CIP #: 08.7XXXXXX

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

.5 or 1 Unit

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

CIP #: 20.7XXXXXX

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)

.5 or 1 Unit

CIP #: 12.7XXXXXX

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)

.5 or 1 Unit

CIP #: 20.7XXXXXX

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.

Computer Science Path ^H (VP)*

- Intro to Digital Technology **OR** Intro to Software Technology
- Computer Science Principles **OR** AP Computer Science Prin
- AP Computer Science A

** Some coursework may be taken virtually.*

Game Design Pathway ^H (VP)

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

Programming Pathway ^H (VP)

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

Note: The third course of many pathways are rotated every other year.

Introduction to Software Technology
Introduction to Software Technology (Honors)

1 Unit

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)

1 Unit

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 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.

AP Computer Science Principles

1 Unit

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.

Programming, Games, Apps, Society

Programming, Games, Apps and Society (Honors)

1 Unit

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

1 Unit

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

1 Unit

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

.5 or 1 Unit

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

CIP #: 11.7XXXXXX

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

Law, Public Safety & Security Work-Based Learning (WBL) Placement (Honors)

CIP #: 43.7XXXXXX

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

Science, Technology, Engineering & Mathematics Work-Based Learning (WBL) Placement (Honors)

CIP #: 21.7XXXXXX

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 #: 48.7XXXXXX

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.

Hospitality, Recreation & Tourism Pathway (VP)

- Marketing Principles
- Hospitality, Recreation & Tourism Essentials ^H
- Hospitality, Recreation/Tourism Management ^H

Marketing Principles**1 Unit**

CIP #: 08.47400

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**1 Unit****Hospitality, Recreation & Tourism Essentials (Honors)**

CIP #: 08.45300

Prerequisite: None; Honors requires recommendation of Hospitality teacher

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**1 Unit****Hospitality, Recreation & Tourism Management (Honors)**

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**.5 or 1 Unit****Marketing, Sales & Service Work-Based Learning (WBL) Placement (Honors)**

CIP #: 08.7XXXXXX

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

Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.

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

CIP #: 21.7XXXXXX

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 #: 48.7XXXXXX

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**.5 or 1 Unit****HVAC/Transportation Work-Based Learning (WBL) Placement (Honors)**

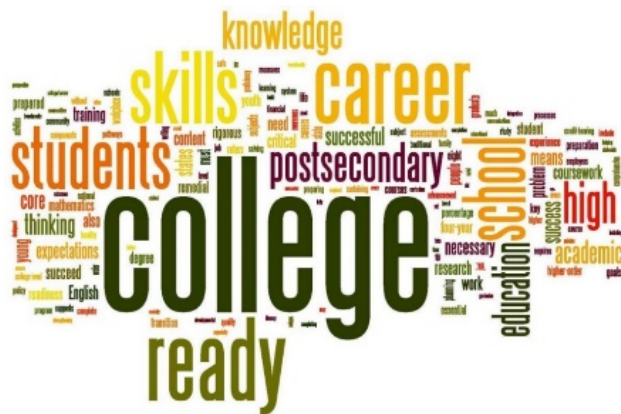
CIP #: 47.7XXXXXX

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.

COURSES ADDED TO PLANNING GUIDE FOLLOWING INITIAL RELEASE (IF APPLICABLE)	

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Don't Delay – Start Planning for Your Future TODAY!



DUAL ENROLLMENT

CERTIFICATE PROGRAMS

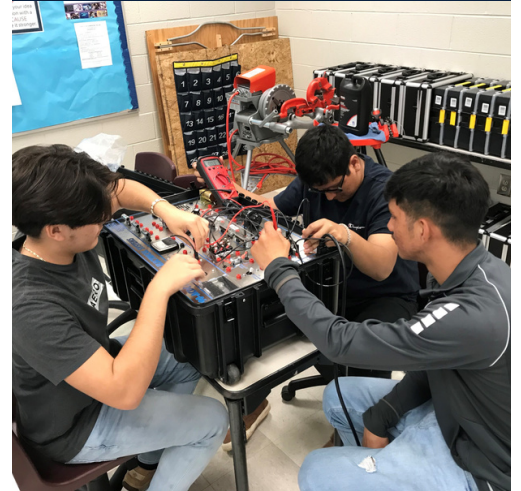
- Automotive Collision Repair Asst I
- Basic Marine Engine Technician
- Basic Shielded Metal Arc Welder
- Criminal Justice
- Design & Media Production
- Diesel Electrical Systems Technician
- Early Childhood Care & Education Basics
- Esthetics
- Gas Metal Arc Welder
- Industrial Electrician
- Prep Cook
- Salon & Spa Support

Certificate programs are offered in partnership with Lanier Technical College.

REQUIREMENTS

- **HS GPA 2.0**
- OR
- **ACT**
English 13
Math 17
Reading 14
- **ACCUPLACER**
Reading 224
Writing 236
Arithmetic 229
- **PSAT**
Reading 22
Writing 23
Math 20
- **SAT**
Reading 24
Writing 25
Math 22

CONTACT



For questions about requirements, the application process, or certificate programs offered, contact Lisa McDowell, Hall County College & Career Coordinator, at lisa.mcdowell@hallco.org.

lcca.hallco.org/dual-enrollment

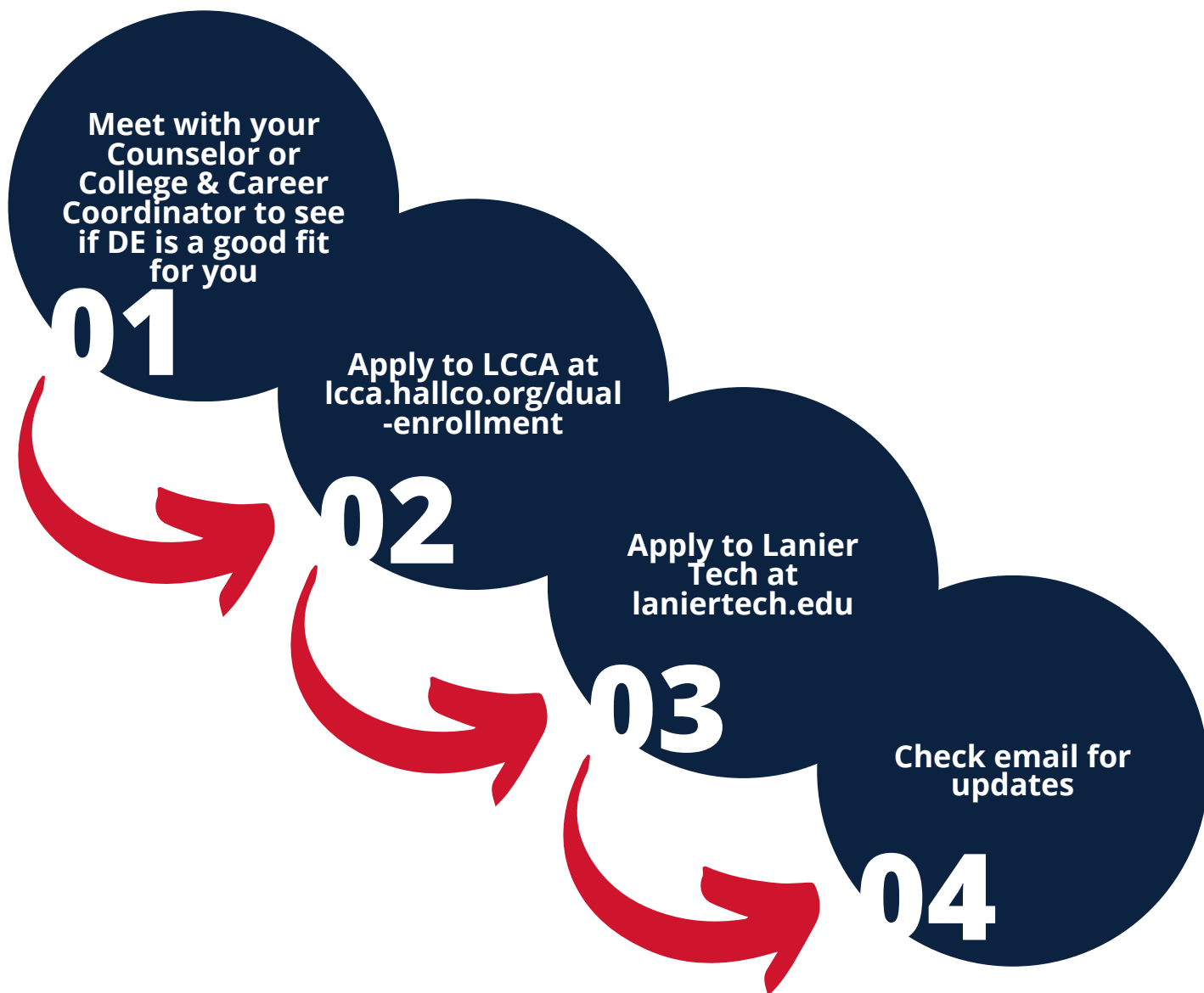
LCCA IS A SITE LOCATION OF LANIER TECHNICAL COLLEGE.



For more information about on campus program offerings, visit laniertech.edu.

INTERESTED IN DUAL ENROLLMENT?

FOLLOW THESE STEPS!

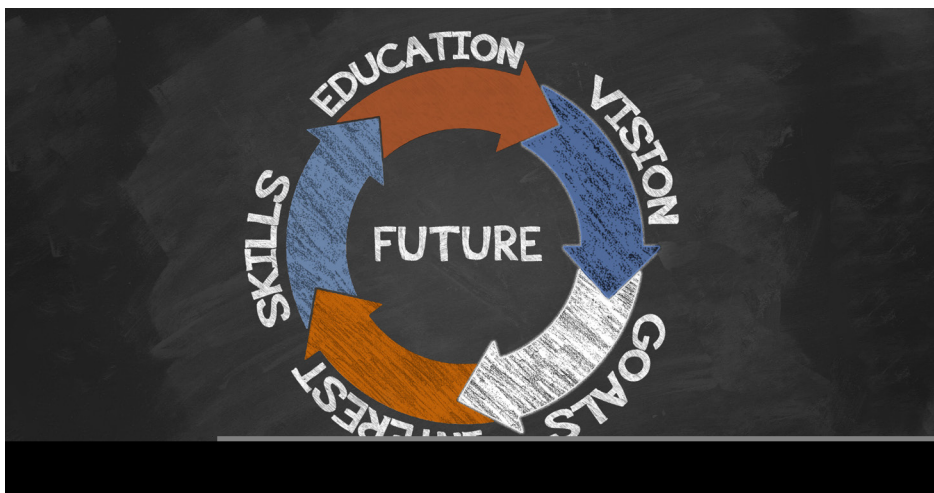


Questions?
Email lisa.mcdowell@hallco.org
or call 678-283-2877

HALL COUNTY SCHOOLS *High School Planning Guide*

COURSES | PROGRAMS | PATHWAYS

Character, Competency, Rigor... For All



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Direct inquiries to the Hall County Board of Education

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Fax 770-535-7404
Website: www.hallco.org

Cherokee Bluff High School

6603 Spout Springs Road
Flowery Branch, GA 30542
Phone: 770-967-0080
Fax: 770-967-0086
Website: cbhs.hallco.org

Chestatee High School

3005 Sardis Road
Gainesville, GA 30506
Phone: 770-532-1162
Fax: 770-532-2202
Website: chs.hallco.org

East Hall High School

3534 East Hall Road
Gainesville, GA 30507
Phone: 770-536-9921
Fax: 770-535-1184
Website: ehhs.hallco.org

Flowery Branch High School

4450 Hog Mountain Road
Flowery Branch, GA 30542
Phone: 770-967-8000
Fax: 770-967-1218
Website: fbhs.hallco.org

Johnson High School

3305 Poplar Springs Road
Gainesville, GA 30507
Phone: 770-536-2394
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Lanier College Career Academy

2719 Tumbling Creek Road
Gainesville, GA 30504
Phone: 770-532-3161
Fax: 770-532-3156
Website: lcca.hallco.org

North Hall High School

4885 Mt. Vernon Road
Gainesville, GA 30506
Phone: 770-983-7331
Fax: 770-983-7941
Website: nhhs.hallco.org

West Hall High School

5500 McEver Road
Oakwood, GA 30566
Phone: 770-967-9826
Fax: 770-967-4864
Website: whhs.hallco.org

**The Hall County School District is committed to...
developing LIFE READY GRADUATES!**