## Oconee County Schools

 Course Catalog
## for

## High School and Middle School 2015-2016



Oconee County Schools
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## Introduction

This catalog is developed annually by faculty and administrators of Oconee County Schools. It is intended to be used as a guide only. Not all courses are offered at both high schools nor are all courses offered each semester. Changes to course offerings can occur because of scheduling demands or personnel changes. Changes to HOPE eligibility; NCAA eligibility; Georgia DOE and BOE graduation requirements and assessments; Georgia Virtual School requirements; the Advanced Placement program; and the Board of Regents and Technical Colleges of Georgia requirements are made by those agencies at various times during the year.

Standards for every course can be found at GeorgiaStandards.org
Every effort has been made to ensure that external links embedded in this catalog are active and current, but external websites may change.

To help you navigate this lengthy document, each entry on the table of contents is hyperlinked to that section and page, and each section header is hyperlinked back to the table of contents.

## High School Graduation Policy/Requirements

Each student will choose a total of 32 classes over the course of four years. OCS administrators, teachers and counselors are all available to help guide these selections.

Students must meet diploma requirements in three areas: ASSESSMENTS, COURSES, and CREDITS.

- Assessments: Students are required to post passing scores on various state tests. (See the Appendix for more information.)
- Courses: Students must complete specific course requirements as outlined by state graduation requirements.
- Credits: Students must earn a total of $\mathbf{2 8}$ units to meet minimum requirements for graduation in Oconee County. Requirements differ depending upon the year you enter high school. Please see the chart that applies to you. (See also Transfer and Home School credit later in this document.)


## Class of 2016 (entered high school in 2012)

| SUBJECT | UNITS REQUIRED |
| :---: | :---: |
| English/Language Arts | 4 |
| Ninth Grade Literature/Composition or Honors |  |
| Tenth Grade Literature/Composition or Honors |  |
| American Literature/Composition or Honors or AP |  |
| English Literature/Composition or Honors or AP |  |
| Mathematics | 4 |
| Coordinate Algebra or Accelerated Coor. Alg./Ana. Geometry A |  |
| Analytic Geometry or Accelerated Ana. Geo. B/Adv. Algebra |  |
| Advanced Algebra or Accelerated Pre-Calculus |  |
| Pre-Calculus or Other |  |
| Science | 4 |
| Biology or Honors |  |
| Physical Science or Physics or Physics Honors |  |
| Chemistry/Chem Honors, Earth Systems, Environmental Science, or AP course |  |
| Fourth Science Elective |  |
| Social Studies | 4 |
| Government or Honors or AP |  |
| World History or Honors or AP |  |
| U.S. History or Honors or AP |  |
| Economics or AP |  |
| CTAE and/or Modern Language/Latin and/or Fine Arts * | 3 |
| Academic Electives | 3 |
| Other Electives | 5 |
| Health/Personal Fitness | 1 |
| . 5 unit each |  |
|  |  |
| TOTAL UNITS | 28 |

## Class of 2017 (entered high school in 2013)

| SUBJECT | UNITS REQUIRED |
| :--- | :--- |
| English/Language Arts <br> Ninth Grade Literature/Composition or Honors <br> Tenth Grade Literature/Composition or Honors <br> American Literature/Composition or Honors or AP <br> English Literature/Composition or Honors or AP | 4 |
| Mathematics <br> Coordinate Algebra or Accelerated Coor. Alg./Ana. Geometry A <br> Analytic Geometry or Accelerated Ana. Geo. B/Adv. Algebra <br> Advanced Algebra or Accelerated Pre-Calculus <br> Pre-Calculus or Other |  |
| Science <br> Biology or Honors <br> Physical Science or Physics or Physics Honors <br> Chemistry/Chem Honors, Earth Systems, Environmental Science, <br> or AP course |  |
| Fourth Science Elective |  |
| Social Studies |  |
| Government or Honors or AP <br> World History or Honors or AP <br> U.S. History or Honors or AP <br> Economics or AP | $\mathbf{4}$ |
| CTAE and/or Modern Language/Latin and/or Fine Arts * | $\mathbf{3}$ |
| Academic Electives | $\mathbf{4}$ |
| Other Electives | $\mathbf{3}$ |
| Health/Personal Fitness |  |
| .5 unit each | $\mathbf{5}$ |
| TOTAL UNITS | $\mathbf{2 8}$ |

## Class of 2018 (entered high school in 2014)

| SUBJECT | UNITS REQUIRED |
| :--- | :--- |
| English/Language Arts <br> Ninth Grade Literature/Composition or Honors <br> Tenth Grade Literature/Composition or Honors <br> American Literature/Composition or Honors or AP <br> English Literature/Composition or Honors or AP | 4 |
| Mathematics <br> Coordinate Algebra or Accelerated Coor. Alg./Ana. Geometry A <br> Analytic Geometry or Accelerated Ana. Geo. B/Adv. Algebra <br> Advanced Algebra or Accelerated Pre-Calculus <br> Pre-Calculus or Other |  |
| Science <br> Biology or Honors <br> Physical Science or Physics or Physics Honors <br> Chemistry/Chem Honors, Earth Systems, Environmental Science, <br> or AP course |  |
| Fourth Science Elective |  |
| Social Studies <br> Government or Honors or AP <br> World History or Honors or AP <br> U.S. History or Honors or AP <br> Economics or AP | $\mathbf{4}$ |
| CTAE and/or Modern Language/Latin and/or Fine Arts * |  |
| Academic Electives | $\mathbf{3}$ |
| Other Electives | $\mathbf{3}$ |
| Health/Personal Fitness |  |
| 5 unit each | $\mathbf{5}$ |
| TOTAL UNITS | $\mathbf{1}$ |

## Class of 2019 (entered high school in 2015)

| SUBJECT | UNITS REQUIRED |
| :--- | :--- |
| English/Language Arts <br> Ninth Grade Literature/Composition or Honors <br> Tenth Grade Literature/Composition or Honors <br> American Literature/Composition or Honors or AP <br> English Literature/Composition or Honors or AP | 4 |
| Mathematics <br> Coordinate Algebra or Accelerated Coor. Alg./Ana. Geometry A <br> Analytic Geometry or Accelerated Ana. Geo. B/Adv. Algebra <br> Advanced Algebra or Accelerated Pre-Calculus <br> Pre-Calculus or Other |  |
| Science <br> Biology or Honors <br> Physical Science or Physics or Physics Honors <br> Chemistry/Chem Honors, Earth Systems, Environmental Science, <br> or AP course |  |
| Fourth Science Elective |  |
| Social Studies <br> Government or Honors or AP <br> World History or Honors or AP <br> U.S. History or Honors or AP <br> Economics or AP | $\mathbf{4}$ |
| CTAE and/or Modern Language/Latin and/or Fine Arts * |  |
| Academic Electives | $\mathbf{3}$ |
| Other Electives | $\mathbf{3}$ |
| Health/Personal Fitness |  |
| 5 unit each | $\mathbf{5}$ |
| TOTAL UNITS | $\mathbf{1}$ |

# Specific Requirements in Each Area 

## English/Language Arts

Four units of credit in English/Language Arts shall be required of all students. A full unit of credit in American Literature/Composition and a full unit of credit in Ninth Grade Literature and Composition are required by the state of Georgia. Oconee County also requires that all students take Tenth Grade Literature and Composition and English Literature and Composition or the equivalent.

## Mathematics

Four units of credit in mathematics shall be required of all students. The on-level sequence consists of Coordinate Algebra, Analytic Geometry, and Advanced Algebra, followed by Advanced Math Decision Making, Mathematics of Finance, or Pre-Calculus. Support courses are also available for this math sequence. Students on the accelerated sequence will take Accelerated Coordinate Algebra/Analytic Geometry A, Analytic Geometry B/Advanced Algebra, Accelerated Pre-Calculus, followed by an AP course or Calculus.

## Science

Four units of credit in science shall be required of all students, including one full unit of Biology, one unit of either Physical Science or Physics, one unit of either Chemistry, Earth Systems, Environmental Science, or an AP/IB course, and one additional science unit. The fourth science unit may be used to meet both the science and elective requirements but DOES NOT earn two credits. Students cannot earn two credits for one course. The fourth science course does not necessarily need to be taken in the student's fourth, or senior, year. The next page lists courses that may be used to meet the fourth science requirement. Some courses on the list may meet CTAE pathway requirements. Students focused on the completion of a career pathway may use these courses to meet both the pathway and the fourth science requirement.

Please also be aware that some CTAE courses that count as fourth sciences are not recognized by the Board of Regents. It is important for a student to work closely with his/her counselor to determine which science courses best meet student needs for college entrance and career preparation.

## Fourth Science Options

(NOTE: Each course listed counts as an ACADEMIC ELECTIVE and is calculated in the student's HOPE GPA.)
The following courses are being offered in the Science Department for the 2015-2016 school year and will count as a fourth science. These courses are approved by the Board of Regents as a fourth science.

Advanced Placement Biology
Human Anatomy and Physiology
Chemistry
Physics or Physics Honors
AP Environmental Science

Advanced Placement Chemistry
Earth Systems
Oceanography
Advanced Placement Physics
Environmental Science
*Advanced Placement Computer Science also counts as a fourth science.
The following courses will count as a fourth science and as a CTAE pathway completion requirement. These courses have been approved by the Board of Regents as a fourth science.

| General Horticulture and Plant Science | Animal Science |
| :--- | :--- |
| Food for Life | Food Science |
| Equine Science | Plant Science |
| AP Computer Science A |  |

The following courses will count as a fourth science and CTAE pathway completion requirement. However, these courses have not been recognized by the Board of Regents as a fourth science.

Introduction to Healthcare Science Essentials of Healthcare<br>Natural Resources Management Emergency Medical Responder<br>Wildlife Management<br>Forest Science

## Social Studies

Four units of credit shall be required in Social Studies. One unit of credit shall be required in American Government/Civics, World History, United States History, and Economics.

## CTAE and/or Modern Language and/or Fine Arts

A total of three units of credit shall be required from the following areas: CTAE and/or Modern Language/Latin and/or Fine Arts. Students are encouraged to select courses in a focused area of interest. All students are encouraged to earn two units of credit in the same modern language/Latin. Students planning to enter or transfer into a University System of Georgia institution or other post-secondary institution must take two units of the same modern language/Latin. Georgia Department of Technical and Adult Education (DTAE) institutions (Technical College System of Georgia) do not require modern language/Latin for admissions.

Students whose native language is not English may be considered to have met the foreign language expectation by exercising the credit in lieu of enrollment option if they are proficient in their native language. A formal exam is not necessary if evidence of proficiency is available.

Students may earn three units of credit in a coherent sequence of CTAE courses through a selfselected pathway leading to college readiness and a career readiness certificate endorsed by related industries. All students are strongly encouraged to complete a career pathway while in high school. Charts with CTAE pathways offered at OCHS and NOHS can be found following the course descriptions.

## Academic Electives/Other Electives

A total of three academic electives are required for students to graduate. Courses that meet this requirement are noted in the course descriptions/listing. Five other electives are required in
addition to three academic electives. Any courses not used to meet requirements in other areas may be used to satisfy this requirement.

## Health/Personal Fitness

All students are required to complete one unit in Health 17.01100 ( $1 / 2$ unit) and Personal Fitness 36.05100 ( $1 / 2$ unit) for graduation.

## Diploma Seals

Students may earn the following seals on their diploma upon graduation:

- Advanced Placement Seal: Completion of three Advanced Placement courses
- CTAE Seal: Completion of three CTAE courses in the same program area
- Fine Arts Seal: Completion of three Fine Arts courses in the same area
- Modern Language/Latin Seal: Completion of three Modern Language/Latin courses in the same area


## Related Information

## HOPE Rigor Requirements for Graduating Classes of 2015, 2016 and 2017

Georgia Code 20-2-157 requires that certain course credits must be earned in order for students to be eligible for a HOPE Scholarship. The requirements are as follows:
Beginning with students graduating from high school on or after May 1, 2015, in order to be eligible to receive a HOPE scholarship, a student must receive at least two credits in courses from the following categories, prior to graduating from high school:

1) Advanced math, such as Advanced Algebra and trigonometry, math III, or an equivalent or higher course;
2) Advanced science, such as chemistry, physics, biology II, or an equivalent or higher course;
3) Advanced Placement courses in core subjects (English, math, science, social studies, and foreign language);
4) International Baccalaureate courses in core subjects (English, math, science, social studies and foreign language);
5) Dual credit courses in Core subjects taken during Dual Credit Enrollment at an Eligible Postsecondary Institution;
6) Courses taken at a unit of the University System of Georgia in core subjects (English, math, science, social studies and foreign language) where such courses are not remedial and developmental courses; or
7) Advanced foreign language courses.

Students graduating from high school on or after May 1, 2016, must receive at least three credits in courses from the above categories, prior to graduating from high school; students graduating from high school on or after May 1, 2017, must receive at least four credits in courses from the above categories, prior to graduating from high school. Students may earn one or more credits in
each category; provided, however, that an earned course credit may only be counted one time toward the credit requirement. If a course is assigned one-half credit, the student must take another half-credit course in the categories listed in order to satisfy one course credit requirement. Students should review the credits assigned to courses to determine satisfaction of the above requirements. If a course meets the requirement for HOPE rigor, it will be indicated in that course's description in this catalog.
HOPE Scholarship Rigor Requirements
List of Courses

## Advanced Placement Program (AP)

Developed by the College Board, the Advanced Placement (AP) Program is a cooperative educational endeavor between high schools and colleges and universities. Oconee County Schools offers numerous Advanced Placement courses representing Language Arts, Mathematics, Science, Social Studies, Foreign Language, Visual Arts, and Computer Science. These courses are designed to display the rigor of a college or university course, and many colleges and universities award credit for specific levels of performance on the AP exams which are given each May. These exams are evaluated on a scale of $1-5$, with a 5 being the highest score possible. Most colleges and universities award college credit to students who achieve a score of 3 or higher. In some cases, a score of 4 or 5 can result in a student receiving credit for more than one college course.

Students interested in AP courses should contact the college or university in which they plan to apply to determine if the college accepts AP credits. Even for the student who does not score high enough on the AP exam to earn college credit, there is the benefit of exposure to the rigor of demanding course work in preparation for college. In addition, AP courses on a student's high school transcript are very attractive in the college admission process.

Enrollment is open to all qualified students, and interested students should contact an instructor or counselor for more information. Students who enroll should demonstrate a record of academic achievement and motivation and be willing to commit to all of the requirements of an AP course. Students must also sign a contract that commits them to the course at enrollment.

Information about AP courses can also be found by visiting the AP/College Board website at www.apcentral.collegeboard.com.

## Extended Academic Programs

Students in the Oconee County School System may take advantage of two extended learning opportunities, Course Extension and Credit Recovery. These opportunities are offered several different times during the school year for students who fail certain courses. Please see your guidance counselor or an administrator for more information.

## Georgia Virtual School (GAVS)

Georgia Virtual School (GAVS) offers a wide variety of Internet-based courses to Georgia high school students. The program continues to increase its course offerings in a variety of areas, including core, Advanced Placement, and elective courses. These classes are offered in both block and semester formats on various schedules to meet the differing course offering and scheduling needs of local school districts. All courses are developed by trained, highly-qualified teachers, and GAVS instructors are all highly-qualified teachers who are trained to teach in the online learning environment.

The following outlines the typical qualities of successful online learners:

- Self-motivated
- Independent learners
- Computer literate (not necessarily "high tech") individuals
- Successful time managers
- Effective written communicators
- Risk takers
- Committed workers
- Open communicators (i.e. willing to ask for help, share problems, and/or concerns)
- Interested online learners
- Flexible workers (i.e. ability to work with a pre-set schedule of due dates that may not coincide with the schedule of their regular school day)

Courses completed successfully through GAVS satisfy graduation requirements. For more information, visit the GAVS website at www.gavirtualschool.org. You should also speak with your counselor. Every opportunity to take a course through GAVS will be afforded students, but because of technical and supervisory requirements, seats are limited during the school day.

## Promotion Policy

Grade classification for students in grades nine through twelve will be based upon the number of Carnegie units they have earned towards graduation. A student who has earned fewer than four Carnegie units toward graduation as of the first day of the school year will be classified as a ninth grader. A student who has earned at least four but less than twelve Carnegie units toward graduation as of the first day of the school year will be classified as a tenth grader. A student who has earned at least twelve Carnegie units but less than twenty units toward graduation as of the first day of the school year will be classified as an eleventh grader. A student who has earned at least twenty Carnegie units as of the first day of the school year will be classified as a twelfth grader.

## Scheduling

High schools operate on a two-semester modified block schedule that utilizes several formats. Each semester is 18 weeks long. Grades of 70 and above are passing, and credit is awarded at the end of each semester for each course successfully completed. Some classes are taught for the traditional ninety-minute block in which students complete a year-long course in one semester and earn one unit of credit. Several courses are taught on an AB schedule in which students attend a class every other day for both semesters, spending 90 days total in the class and earning one unit of credit at the end of the year.

## Schedule Changes

When students are selecting courses for the next school year, it is important that students select courses wisely. All schedule changes are initiated in the guidance office and must be approved by an administrator. Schedule changes will only be approved for the following reasons:

- Student needs a specific course to graduate
- Student failed and must repeat a specific course for credit
- Student has already earned credit for a course listed on the schedule
- Teacher recommendation for level change
- Schedule needs to be balanced (2 academics/2 electives)
- Changing levels of class
- Adding academic courses to schedule
- Changing career cluster focus

Schedule changes typically occur within the first two days of the semester.

## Transfer and Home School Credit

When students transfer into the Oconee County School System from another school system, transcripts will be evaluated to determine if credits earned were from an accredited institution, and credits will or will not be validated. The total number of units required to graduate may vary for individual transfer students.

Accredited School - an elementary, middle or secondary school accredited by or holding provisional status from the Georgia Accrediting Commission, the Georgia Association of Christian Schools, the Association of Christian Schools International,, the Southern Association of Independent Schools and/or one of the accrediting agencies that is a member of the Georgia Private School Accreditation Council and/or one of the following regional accrediting agencies and their successors:

1. Middle States Association of Colleges and Schools (MSA)
2. New England Association of Schools and Colleges (NEASC)
3. North Central Association of Colleges and Schools (NCA)
4. Northwest Association of Schools and Colleges (NASC)
5. Southern Association of Colleges and Schools (SACS)
6. Western Association of Schools and Colleges (WASC)
7. The Alabama Independent School Association

The term [accredited school] does not include entities that are accredited as home study programs or non-traditional educational centers.

Students requesting admission to the Oconee County School System from a home study program must submit the following:

- Proof that all eight requirements for operating a home school as specified in O.C.G.A. 20-2-690 have been met.
- Records of standardized tests not more than three years old.
- A copy of Declaration and Monthly Attendance Reports.
- Annual progress assessment reports in each required area.
- Documentation of chronological age.

The initial placement decision will be made by the principal or his/her designee. A review of this placement will be conducted after six weeks to determine final placement.

Grades for courses applied to high school graduation, which are awarded by a home study program or by a non-accredited school, shall be recorded as pass/fail. For grades 9-12, the following criteria are used to place students in the appropriate courses and award credit:

- In a course that has an End of Course Test (EOCT), students must take and pass the test with a grade of 70 or higher. These courses include: Math I, Math II, Coordinate Algebra, Analytic Geometry, Ninth Literature/Composition, American Literature/Composition, Physical Science, Biology, United States History, and Economics.
- Department final exams will be used in all other areas to award credit and determine placements.


## HS Course Descriptions

## English

## (All English courses not used to fulfill core requirements count as academic electives.)

| Course <br> Number | Course Name | Grade Level | Course Description | Prerequisites | Who Signs for Course |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 23.06100 | Ninth Grade Literature and Composition | 9 | This course supports language development through technical writing, media literacy, and informal presentations. The course is based on world literature selections, stressing genre and vocabulary, and an aesthetic response to poetry. Students study grammar, mechanics, and usage through literature and the writing process. This course requires an EOC ASSESSMENT. | $8^{\text {th }}$ Grade <br> Teacher <br> Recommendation | $8^{\text {th }}$ Grade <br> Language Arts <br> Teacher |
| 23.26100 | Ninth Grade Literature and Composition Honors | 9 | This is a rigorous, accelerated, and enriched literature and composition course designed to challenge students' creative and critical response to text. The course supports language development through technical writing, media literacy, and informal presentations. It is based on world literature selection, stressing genre and vocabulary, and an aesthetic response to poetry. Students study grammar, mechanics, and usage through literature and the writing process. The class engages in the shared inquiry method of discovery through the Junior Great Books program. This course requires an EOC ASSESSMENT. | $8^{\text {th }}$ Grade <br> Teacher <br> Recommendation | $8^{\text {th }}$ Grade <br> Language Arts <br> Teacher |
| 23.06200 | Tenth Grade Literature and Composition | 10 | World literature, vocabulary, and persuasive writing are central to this course, which includes the study of grammar, mechanics, and usage in the context of writing assignments. A short paper gives attention to controlling idea, supporting evidence, organization, style, and MLA format. | Successful completion of $9^{\text {th }} \mathrm{Lit} / \mathrm{Comp}$ | $9^{\text {th }}$ Grade <br> English Teacher |


| 23.26200 | Tenth Grade Literature and Composition Honors | 10 | This accelerated and enriched course is designed to continue to challenge students' creative and critical response to text. World literature, vocabulary, and persuasive writing are the focus of this course, which includes the study of grammar, mechanics, and usage in the context of writing assignments. A short paper gives attention to controlling idea, supporting evidence, organization, style, and MLA format. The class engages in the shared inquiry method of discovery through the Junior Great Books program. | Teacher recommendation | $9^{\text {th }}$ Grade <br> English Teacher |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 23.05100 | American Literature and Composition | 11 | This course is comprised of literature-based language, composition, reading, and research skills derived from American Literature. A chronological and thematic approach stresses study of literary periods as connected to historical and cultural context, variety of genre, literary terminology, multicultural writing, and MLA format. The expository writing process includes study of vocabulary, grammar, and usage. This course requires an EOC ASSESSMENT. | Successful completion of $10^{\text {th }} \mathrm{Lit} / \mathrm{Comp}$ | $10^{\text {th }}$ Grade English Teacher |
| 23.25100 | American Literature and Composition Honors | 11 | This demanding and enriched course is comprised of literature-based language, composition, reading, and research skills derived from American Literature. A chronological and thematic approach stresses study of literary periods as connected to historical and cultural context, variety of genre, literary terminology, multicultural writing, and MLA format. The expository writing process includes study of vocabulary, grammar, and usage. Extensive outside reading and the shared inquiry method of discovery through Socratic seminars, as well as literary analysis with research in MLA style, challenge students' creative and critical response to text, print and non-print. This course requires an EOC ASSESSMENT. | Teacher recommendation | $\begin{array}{\|l\|} \hline 10^{\text {th }} \text { Grade } \\ \text { English Teacher } \end{array}$ |


| 23.05200 | English Literature and Composition | 12 | This course offers opportunities to improve reading, writing, viewing, and speaking/listening skills through the chronological or thematic study of literary selections from British Commonwealth writers of a variety of genres. It emphasizes developing control in personal, persuasive, and expository writing and refining MLA style. Vocabulary, grammar, mechanics, style, and usage are addressed through the literature and the writing process. | Successful completion of American Lit/Comp | $11^{\text {th }}$ Grade <br> English Teacher |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 23.25200 | English Literature and Composition Honors <br> NOHS ONLY | 12 | This demanding and extensive course offers opportunities to improve reading, writing, viewing, and speaking/listening skills through the chronological or thematic study of literary selections from British Commonwealth writers of a variety of genres. It emphasizes developing control in personal, persuasive, and expository writing and refining MLA style. Vocabulary, grammar, mechanics, style, and usage are addressed through the literature and the writing process. Extensive outside reading and the shared inquiry method of discovery through Socratic seminars, as well as literary analysis with research in MLA style, challenge students' creative and critical response to text, print and non-print. | Teacher recommendation | $\begin{array}{\|l\|} \hline 11^{\text {th }} \text { Grade } \\ \text { English Teacher } \end{array}$ |
| 23.04300 | Advanced Placement <br> Language and Composition | 11-12 | This course is designed to prepare students for the AP Language Exam that intellectually mature students will find challenging. It emphasizes critical thinking, reading, and writing through the study and discussion of expository, analytical, and argumentative essays. The course stresses the connection between reading and writing mature prose. Offering opportunities for serious students to polish their writing skills and become more sophisticated readers, AP Language conforms to the College Board recommendations. Students taking this course are required to take the AP Exam in May. Also, students taking this course to satisfy the American Lit requirement must take the American Lit EOC ASSESSMENT. This course meets the HOPE Rigor requirement. | Teacher recommendation | $10^{\mathrm{th}}$ or $11^{\text {th }}$ Grade English Teacher; also approval from AP teacher |


| 23.06500 | Advanced <br> Placement <br> Literature and Composition | 12 | This course is designed to prepare students for the AP Literature exam with literature that intellectually mature students will find challenging. Offering opportunities for serious students to polish their writing skills and become more sophisticated readers, AP Literature puts a premium on independent learning and shared inquiry methods. It conforms to the College Board recommendations. Students taking this course are required to take the AP Exam in May. This course meets the HOPE Rigor requirement. | Teacher recommendation | $11^{\text {th }}$ Grade English Teacher; also approval from AP teacher |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 23.08300 | Basic Reading and Writing | 9 | This course provides fundamental skills development in all areas of English Language Arts through practice in writing, organizing, speaking, reading, and creative/critical thinking. | $\begin{array}{\|l\|} \hline 8^{\mathrm{th}} \text { Grade } \\ \text { Teacher } \\ \text { Recommendation } \end{array}$ | $8^{\text {th }}$ Grade <br> Language Arts <br> Teacher |
| 23.02100 | Mythology | 9-12 | This course introduces myths, legends, and folklore from around the world, with a particular emphasis on classical mythology. Students enrolling in mythology should enjoy reading. | None | Most recent English teacher |
| 23.06400 | Literary Types | 10-12 | This course introduces the major forms of fiction and nonfiction: short story, folktale, poetry, drama, essay, biography, autobiography and novel. It develops composition, vocabulary and grammar skills through class discussions and writing assignments. Students wishing to take this course should enjoy reading for pleasure. | Successful completion of $9^{\text {th }}$ Lit/Comp | Most recent English teacher |
| 23.04200 | Oral/Written Communication (Speech) <br> OCHS ONLY | 10-12 | This $1 / 2$ unit speech course emphasizes communication skills and public speaking. The course analyzes various forms of communication and presents methods to develop and arrange ideas in written form for oral delivery. | None | Most recent English teacher |

Mathematics
(All Math courses not used to fulfill core requirements count as academic electives.)

| Course <br> Number | Course Name | Grade <br> Level | Course Description | Prerequisites <br> Course |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
| 27.09810 | Coordinate Algebra <br> Support | 9 | The purpose of the Coordinate Algebra Support class is <br> to address the needs of students who have traditionally <br> struggled in mathematics by providing the additional <br> time and attention they need in order to successfully <br> complete Coordinate Algebra. Coordinate Algebra <br> Support is an elective class that should be taught <br> concurrently with Coordinate Algebra. | Teacher <br> recommendation <br> Math teacher |  |
| 27.09820 | Analytic Geometry <br> Support | 10 | The purpose of the Analytic Geometry Support class is <br> to address the needs of students who have traditionally <br> struggled in mathematics by providing the additional <br> time and attention they need in order to successfully <br> complete Analytic Geometry. Analytic Geometry <br> Support is an elective class that should be taught <br> concurrently with Analytic Geometry. | Teacher <br> recommendation | Most recent <br> Math teacher |
| 27.09830 | Advanced Algebra <br> Support | 11 | The purpose of the Advanced Algebra Support class is <br> to address the needs of students who have traditionally <br> struggled in mathematics by providing the additional <br> time and attention they need in order to successfully <br> complete Advanced Algebra. Advanced Algebra <br> Support is an elective class that should be taught <br> concurrently with Advanced Algebra. | Teacher <br> recommendation | Most recent <br> Math teacher |
| 27.09710 | Coordinate Algebra | 9 | This is the first course in a sequence of courses designed <br> to provide students with a rigorous program of study in <br> mathematics. It includes building basic functions, linear <br> functions, exponential functions, ways to display and <br> discuss data, linear regression, transformations in the <br> coordinate plane, and coordinate geometry. This course <br> requires an EOC ASSESSMENT. | Teacher <br> recommendation | Most recent <br> Math teacher |

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| 27.09720 | Analytic Geometry | 10 | This is the second course in a sequence of courses <br> designed to provide students with a rigorous program of <br> study in mathematics. It includes fundamentals of proof, <br> similarity and congruence; right triangular trigonometry; <br> properties of circles and volume; extending the number <br> system; quadratic functions; modeling geometry; and <br> applications of probability. This course requires an EOC <br> ASSESSMENT. | Successful <br> completion of <br> Coordinate Algebra | Most recent <br> Math teacher |
| :--- | :--- | :--- | :--- | :--- | :--- |
| 27.09730 | Advanced Algebra | 11 | This is the third course in a sequence of courses <br> designed to provide students with a rigorous <br> program of study in mathematics. It includes <br> exponential and logarithmic functions, inferences and <br> conclusions from data, polynomial functions of higher <br> degree, rational functions, radical functions, <br> trigonometric functions, and mathematical modeling. <br> This course meets the HOPE Rigor requirement. | Successful <br> completion of <br> Analytic Geometry | Most recent <br> Math teacher |
| 27.09740 | Pre-Calculus | 12 | This is a course in pre-calculus and statistics, designed <br> to prepare students to enter college at the calculus level. <br> It includes conics, trigonometric functions, inverse <br> trigonometric functions; trigonometric identities <br> matrices, vectors, and probability. This course meets the <br> HOPE Rigor requirement. | Successful <br> completion of <br> Advanced Algebra | Most recent <br> Math teacher |
| 27.09750 | Accelerated <br> Coordinate Algebra/ <br> Analytic Geometry <br> A | 9 | This is the first in a sequence of mathematics courses <br> designed to prepare students to take AB or BC <br> Advanced Placement Calculus. It includes building basic <br> functions, linear functions, exponential functions, ways <br> to display and discuss data, linear regression, <br> transformations in the coordinate plane, and coordinate <br> geometry, fundamentals of proof, similarity and <br> congruence, right triangle trigonometry; properties of <br> circles and volume. This course requires an EOC <br> ASSESSMENT. | Teacher <br> recommendation | Most recent <br> Math teacher |

High School

| 27.09760 | Accelerated <br> Analytic Geometry <br> B/Advanced <br> Algebra | $9 / 10$ | This is the second in a sequence of mathematics courses <br> designed to prepare students to take AB or BC <br> Advanced Placement Calculus. It includes extending the <br> number system, quadratic functions, modeling <br> geometry, and applications of probability, exponential, <br> and logarithmic functions; inferences and conclusions <br> from data, polynomial functions of higher degree, <br> rational functions, radical functions, trigonometric <br> functions, and mathematical modeling. This course <br> requires an EOC ASSESSMENT. | Successful <br> completion of <br> Accelerated <br> Coordinate Algebra/ <br> Analytic Geometry <br> A |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
|  |  | Accelerated Pre- <br> Calculus | $10 / 11$ | This is a course in pre-calculus and statistics, designed <br> to prepare students to take AB or BC <br> Advanced Placement Calculus. It includes conics, <br> trigonometric functions; inverse trigonometric functions, <br> trigonometric identities, matrices, vectors, and <br> probability. This course meets the HOPE Rigor <br> requirement. | Successful <br> completion of <br> Accelerated <br> Analytic Geometry <br> B/Advanced <br> Algebra |
| 27.09770 |  |  |  |  |  |

High School

| 27.07800 | Calculus OCHS Only | 11/12 | This course provides a foundation for the study of advanced mathematics. Calculus includes a study of elementary functions, limits and continuity, derivatives, differentiation, applications of derivatives, integration, and applications of the integral. Many of the topics taught in AP Calculus are taught in this course. This course meets the HOPE Rigor requirement. | Successful completion of PreCalculus or Accelerated PreCalculus | Pre-Calculus or Accelerated PreCalculus teacher |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 27.04700 | Advanced Placement Statistics | 10-12 | This college-level course follows the College Board syllabus for the Advanced Placement Statistics Examination. Covers four major themes: exploratory analysis, planning a study, probability and statistical inference. This course may be taken concurrently with Pre-Calculus or Accelerated Pre-Calculus. Students taking this course are required to take the AP Exam in May. This course meets the HOPE Rigor requirement. | Successful <br> completion of <br> Accelerated <br> Analytic Geometry <br> B/Advanced <br> Algebra or <br> Advanced Algebra; <br> Recommendation <br> from teacher that <br> requires a structured writing component <br> (ex: Science class <br> with a formal lab <br> report, AP or honors <br> social studies <br> classes that require <br> document-based <br> question analysis). | AP/Honors Science, <br> English, or Social Studies Teacher; also approval from AP Statistics instructor; also approval from Accelerated Analytic Geometry B/Advanced Algebra or Advanced Algebra teacher |
| 27.07200 | Advanced Placement Calculus AB | 10-12 | This is a college-level course requiring four years of strong mathematical preparation. The syllabus provided by College Board determines the course content. Topics include functions, limits and continuity, derivatives, integrals and their applications. Students taking this course are required to take the AP Exam in May. This course meets the HOPE Rigor requirement. | Successful completion of PreCalculus or Accelerated PreCalculus. | Pre-Calculus or Accelerated PreCalculus teacher; also approval from AP Calculus instructor |

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| 27.07300 | Advanced <br> Placement Calculus <br> BC | $10-12$ | This is a college-level course requiring four years of <br> strong mathematical preparation. The syllabus provided <br> by College Board determines the course content. Topics <br> include functions, limits and continuity, derivatives, <br> integrals and their applications. Students taking this <br> course are required to take the AP Exam in May. This <br> course meets the HOPE Rigor requirement. | Successful <br> completion of AP <br> Calculus AB. | Pre-Calculus or <br> Accelerated Pre- <br> Calculus <br> teacher; also <br> approval from <br> AP Calculus <br> instructor |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |

## Science

(All Science courses not used to fulfill core requirements count as academic electives.)

| Course <br> Number | Course Name | Grade <br> Level | Course Description | Prerequisites | Who Signs for <br> Course |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| 26.01200 | Biology | 9 | Biology is a laboratory based course which uses science <br> process skills in studying the following topics: laboratory <br> safety, organization of living systems, the cell, <br> biochemistry, continuity of life, organic variation, <br> reproduction, genetics, classification, diversity of life <br> forms, ecological relationships, reference and research <br> skills. This course requires an EOC ASSESSMENT. | $8^{\text {th }}$ Grade Science <br> Teacher <br> Recommendation | $8^{\text {th }}$ Grade <br> Science Teacher |  |
| 26.21200 | Biology Honors | 9 | Same topics as Biology, but concepts will be covered at an <br> even greater depth. Students will be challenged with more <br> difficult assignments and projects. This course contributes <br> to the student's ability to think clearly and express their <br> ideas orally and in writing, with clarity and with logic. <br> They will also use a very advanced textbook, and <br> independent learning assignments are included in the <br> course. This course requires an EOC ASSESSMENT. | $8^{\text {th }}$ Trade Science <br> Recher <br> Recommendation | $8^{\text {th }}$ Grade <br> Science Teacher |  |
| 26.01400 |  | Advanced Placement <br> Biology | $10-12$ | AP Biology is a laboratory based course which uses science <br> process skills in studying the following topics: biological <br> chemistry, cells, energy transformations, molecular <br> genetics, heredity, evolution, taxonomy and systematics, <br> ecology, anatomy and behavior. This course is designed to <br> be the equivalent of a college introductory biology course <br> utilizing a college level text, and following the guidelines <br> of the College Entrance Examination Board. Each of the <br> four enduring understandings has at least two labs. Each <br> lab has an inquiry component. Twenty-five percent of class <br> time will be spent on labs and hands-on activities. Students <br> taking this course are required to take the AP Exam in <br> May. This course meets the HOPE Rigor requirement. | Successful <br> completion of <br> Biology and <br> Chemistry; <br> teacher <br> recommendation <br> Prerequisite or <br> co-requisite of <br> Anatomy is <br> strongly <br> encouraged. | Most recent <br> Science teacher; <br> also approval <br> from AP <br> instructor |


| 26.06110 | Environmental <br> Science <br> NOHS Only | $10-12$ | Students use experimentation, models, hands-on <br> activities, projects and research activities to investigate <br> the connections between populations, natural resources, <br> ecosystems, and the interactions between humans and <br> their environment. Students refine their science process <br> skills as they investigate and study Earth's biomes. <br> Through their study of human population habits, <br> students will learn how ecosystems and the natural <br> resources within them can be conserved and preserved <br> for future use by human populations. Major concepts <br> include: environmental interrelationships, ecology, how <br> ecosystems work, biomes and ecosystems, air pollutants <br> and their effects, water pollutants and their effects, land <br> and soils, energy (past, present and future), and <br> sustainable environmental practices for the future. | Successful <br> completion of <br> Biology | Most recent <br> science teacher |
| :--- | :--- | :--- | :--- | :--- | :--- |
| 26.26200 | Advanced Placement <br> Environmental <br> Science | $11-12$ | The goal of the AP Environmental Science course is to <br> provide students with the scientific principles, concepts, <br> and methodologies required to understand the <br> interrelationships of the natural world, to identify and <br> analyze environmental problems both natural and human- <br> made, to evaluate the relative risks associated with these <br> problems, and to examine alternative solutions for <br> resolving or preventing them. This course meets the HoPE <br> Rigor requirement. | Successful <br> completion of <br> Honors Biology <br> and Honors <br> Chemistry; <br> teacher <br> recommendation | Most recent <br> science teacher; <br> approval from <br> AP instructor |
| 26.07300 | Human <br> Anatomy/Physiology | 10-12 | Human Anatomy and Physiology is a laboratory based <br> course which uses science process skills in studying the <br> following topics: laboratory safety, body organization, <br> chemistry of life, cells and tissues, homeostasis, skeletal <br> system, muscular system, nervous system, endocrine <br> system, circulatory system, respiratory system, digestive <br> system, metabolism, urinary system, integumentary system, <br> reproductive system, reference and research skills. This <br> course meets the HOPE Rigor requirement. | Successful <br> completion of <br> Biology, Teacher <br> Recommendation | Most recent <br> Science teacher |


| 40.05100 | Chemistry | 11-12 | Chemistry is a laboratory based course which uses science process skills in studying the following topics: units of chemistry, atoms and collections of atoms, periodicity and bonding, compounds and reactions, characteristics of states of matter, stoichiometry and quantitative analysis, acid/base chemistry, chemical dynamics and equilibrium, reference and research skills. This course meets the HOPE Rigor requirement. | Successful completion of Biology, Physical <br> Science and Analytic Geometry or concurrent Advanced Algebra \& Teacher Recommendation | Most recent Science teacher |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 40.45100 | Chemistry <br> Honors/Pre-AP | 10 | The Chemistry Honors course is designed to introduce the fundamental concepts of chemistry. This course meets and exceeds the standards as prescribed by Georgia Performance Standards. Students will obtain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. This course should contribute to the development of the student's ability to think clearly and to express their ideas, orally and in writing, with clarity and logic. Honors Chemistry differs qualitatively from the usual first secondary school course in chemistry with respect to the difficulty of textbook used, the topics covered, the emphasis on chemical calculations and the mathematical formulation of principles, and the kind of laboratory work performed by the students. Differences appear in the number of topics treated, the time spent on the course by the students, and the nature and the variety of experiments done in the laboratory. This course meets the HOPE Rigor requirement. | Successful completion of Biology Honors; successful completion of Accelerated Coordinate Algebra and enrollment in Accelerated Analytic Geometry; 1 teacher recommendation | Biology Honors teacher |


| 40.05300 | Advanced Placement <br> Chemistry | $11-12$ | AP Chemistry is a course designed to provide students with <br> a learning experience equivalent to that of a one-year <br> general chemistry college course. Students should <br> complete a first-year course in high school chemistry and a <br> second-year algebra course before taking AP Chemistry. <br> This course differs from first-year high school chemistry in <br> the kind of textbook used, the range and depth of topics <br> covered, the emphasis on chemical calculations, and the <br> mathematical formulation of principles. The nature and <br> variety of laboratory work is extensive. A minimum of <br> 30\% of the course will be devoted to laboratory and hands- <br> on/minds-on activities. Additional after school study <br> sessions are provided. Students taking this course are <br> required to take the AP Exam in May. This course meets <br> the HOPE Rigor requirement. | Succers <br> completion of <br> Biology Honors <br> and Chemistry <br> Honors; teacher <br> recommendation | Most recent <br> Science teacher; <br> also approval <br> from AP <br> instructor |
| :--- | :--- | :--- | :--- | :--- | :--- |
| 40.06400 | Earth Systems | $10-12$ | Students use experimentation, models, hands-on activities, <br> projects and Internet research activities to investigate the <br> connections between Earth's atmosphere, hydrosphere, <br> geosphere and biosphere. Students refine their science <br> process skills as they investigate and study Earth's systems. <br> Through their study of Earth's history and its systems, <br> students learn how interactions through time have produced <br> Earth's landscapes, ecology and resources. Major concepts <br> include: Earth's origin, composition and structure; plate <br> tectonics and the rock cycle; landscape evolution; geologic <br> hazards such as volcanoes, earthquakes and tsunamis; <br> geologic time; biogeochemical cycles; global heat <br> distribution; weather and climate. | Successful <br> completion of <br> Biology and <br> /Physical Science <br> or Chemistry | Most recent <br> Science teacher |

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| 40.01100 | Physical Science | 10 | Physical Science is designed as a survey course of <br> chemistry and physics. This curriculum includes the more <br> abstract concepts such as the conceptualization of the <br> structure of atoms, motion and forces, and the conservation <br> of energy and matter, the action/reaction principle, and <br> wave behavior. Students investigate physical science <br> concepts through experience in laboratories and field work <br> using the processes of inquiry. This course requires an <br> EOC ASSESSMENT. | Successful <br> completion of <br> Biology and/or <br> Teacher <br> Recommendation | Most recent <br> Science teacher |
| :--- | :--- | :--- | :--- | :--- | :--- |
| 40.08200 | Physics |  | $11-12$ | The Physics curriculum is designed to continue student <br> investigations of the physical sciences and provide students <br> the necessary skills to be proficient in physics. This <br> curriculum includes more abstract concepts such as <br> interactions of matter and energy, velocity, acceleration, <br> force, energy, momentum, and charge. This course <br> introduces the students to the study of the correction to <br> Newtonian physics given by quantum mechanics and <br> relativity. Students investigate physics concepts through <br> experience in laboratories and field work using the <br> processes of inquiry. This course meets the HOPE Rigor <br> requirement. | Successful <br> completion of <br> Chemistry; <br> Successful <br> completion of <br> Coordinate <br> Algebra or <br> Analytic <br> Geometry same <br> semester. |
| 40.08200 | Physics Honors | $11-12$ | Physics is a laboratory based course which uses science <br> process skills in studying the following topics: laboratory <br> safety, basic mechanics (linear motion, Newton's Law, <br> static forces, circular and angular motion, conservation of <br> momentum and energy, applictions of basic mechanics), <br> kinetic theory (phases of matter, information retrieva), <br> thermodynamics, (characteristics, conservation), wave <br> mechanics (general properties, sound, light, applications of <br> wave mechanics), electricity (electrostatic, direct current, <br> magnetism, alternating currents, applications of electricity), <br> particle physics (quantum theory, sub-atomic and <br> fundamental structure, applications of particle physics), <br> reference and research skills. This course meets the HOPE <br> Rigor requirement. | Successful <br> completion of <br> Biology Honors, <br> Chemistry <br> Honors, and <br> Teacher <br> Recommendation. <br> Successful <br> completion of <br> Accelerated Math <br> III or Advanced <br> Algebra. | Science teacher |


| 40.08300 | AP Physics 1 | $11-12$ | This course is the equivalent to a first-semester college <br> course in algebra-based physics. The course covers <br> Newtonian mechanics (including rotational dynamics and <br> angular momentum); work, energy, and power, and <br> mechanical waves and sound. It will also introduce electric <br> circuits. <br> This course meets the HOPE Rigor requirement. Students <br> will travel to NOHS for this course. | Successful <br> completion of <br> Biology Honors, <br> Chemistry <br> Honors, and <br> Teacher <br> Recommendation. <br> Successful <br> completion of <br> Accelerated Math <br> III or Advanced <br> Algebra. | Math or Science <br> Teacher |
| :--- | :--- | :--- | :--- | :--- | :--- |
| 40.08410 | Advanced Placement <br> Physics C: <br> Mechanics | 12 | AP Physics C: Mechanics provides instruction in each of <br> the following six content area: kinematics; Newton's laws <br> of motion; work, energy and power; systems of particles <br> and linear momentum; circular motion and rotation; and <br> oscillations and gravitation. This course utilizes guided <br> inquiry and student-centered learning to foster the <br> development of critical thinking skills and should use <br> introductory differential and integral calculus throughout <br> the course. A very important goal of this class is to <br> complete the AP Physics exam in May. <br> Students will travel to NOHS for this course. This course <br> meets the HOPE Rigor requirement. | Accelerated Math <br> III or Trig and <br> Teacher <br> Recommendation <br> Co-requisite: <br> Calculus | Math or Science <br> Teacher |
| 40.07100 | Oceanography | $11-12$ | Students study and investigate the connections between the <br> world's oceans and the cycling of energy and matter; <br> weather and climate; plate tectonics; resources and <br> technological advances; as well as the natural and human <br> impacts affecting the world's oceans and its inhabitants. <br> Through experiments, models, hands-on activities, projects <br> and Internet activities, students refine their science process <br> skills. Topics covered include: physical oceanography; <br> chemical oceanography and marine oceanography. | Biology, and <br> Physical Science <br> or Chemistry | Most recent <br> Science teacher |
| OCHS only |  |  |  |  |  |

## High School

| 40.09210 | Scientific Research I | $9-12$ | The purpose of this series of courses is to provide students <br> with the opportunity to conduct scientific research, design <br> and conduct scientific projects and experiments, and <br> explore in-depth scientific concepts. Students placed into <br> these courses will have an interest in completed a STEM <br> focused pathway and/or program of study while in high <br> school and want additional preparation to pursue similar <br> and/or related majors in postsecondary institutions. Each of <br> the courses in this series meets the HOPE rigor <br> requirement. |  | Most recent <br> Science teacher |
| :--- | :--- | :--- | :--- | :--- | :--- |
| 40.09220 | Scientific Research <br> II | $9-12$ | See above |  | Most recent <br> Science teacher |
| 40.09230 | Scientific Research <br> III | $9-12$ | See above |  | Most recent <br> Science teacher |
| 40.09240 | Scientific Research <br> IV | $9-12$ | See above |  | Most recent <br> Science teacher |

## Social Studies <br> (All Social Studies courses not used to fulfill core requirements count as academic electives.)

| Course <br> Number | Course Name | Grade <br> Level | Course Description | Prerequisites | Who Signs for <br> Course |
| :--- | :--- | :--- | :--- | :--- | :--- |
| 45.05700 | American <br> Government | 9 | American Government focuses on basic concepts and <br> principles of the American political system. This course <br> covers the structure and function of the American system <br> of government, the roles and responsibilities of citizens in <br> the political process, and the relationship of the individual <br> to the law. The course also stresses critical analysis of <br> public issues while integrating and reinforcing social <br> studies skills. | $8^{\text {th }}$ Grade Social <br> Studies Teacher <br> Recommendation | $8^{\text {th }}$ Grade Social <br> Studies Teacher |
| 45.25700 | American <br> Government Honors | 9 | American Government Honors is a rigorous course that <br> begins with an analysis of the philosophies and principles <br> that are at the heart of the American system of government. <br> The course continues with investigation and analysis of the <br> three major branches of the federal government, the law- <br> making process, and the roles and responsibilities of citizen <br> participation in the political process. The course concludes <br> with analysis of issues surrounding civil rights and <br> liberties, as well as an examination of state and local <br> government. Students considering enrolment in this course <br> should have excellent reading and writing skills, <br> demonstrate a strong work ethic, and be able to engage in <br> analytical and critical thinking and extensive writing. | $8^{\text {th }}$ Studies Teacher Social <br> Recommendation | $8^{\text {th }}$ Studies Teacher <br> Gtude Social |
| 45.08300 | World History | 10 | World History emphasizes the political, cultural, economic <br> and social development and growth of civilizations. This <br> course covers the development of ancient civilizations, the <br> emergence of nations through trade/communications, <br> scientific/technological development, emergence of nation <br> states, nations in conflict and the emerging <br> interdependence of nations in the twenty-first century. | None |  |


| 45.28300 | World History <br> Honors | 10 | World History Honors provides students with a <br> comprehensive and intensive study of major events and <br> themes in world history, including development of ancient <br> civilizations, the emergence of nations through trade and <br> communications, intellectual development, <br> scientific/technological development, development of <br> nation states, nations in conflict, and the emerging <br> encounter and exchange between nations in the modern <br> era. Advanced students will be required to read complex <br> materials, demonstrate critical thinking through writing, <br> and analyze primary documents, in preparation for the <br> class and future AP placements. | none | Most recent <br> Social Studies <br> teacher |
| :--- | :--- | :--- | :--- | :--- | :--- |
| 45.08110 | Advanced Placement <br> World History | 10 | Advanced Placement World History develops greater <br> understanding of the evolution of global processes and <br> contacts in different types of human societies. This <br> understanding is advanced through a combination of <br> selective factual knowledge and appropriate analytical <br> skills. The course highlights the nature of changes in <br> global frameworks and their causes and consequences, as <br> well as comparisons among major societies. The course <br> emphasizes relevant factual knowledge, leading <br> interpretive issues, and skills in analyzing types of <br> historical evidence. Students are required to take the AP <br> Exam in May. NOTE: This clasi is paired with Honors 10 <br> Lit. Enrolling students are required to take both. This <br> course meets the HOPE Rigor requirement. | Successful <br> completion of 9 9h <br> Lit AND grade <br> Successful <br> completion of <br> Government; | $9^{\text {th }}$ Lit teacher, <br> Government <br> teacher, also <br> approval from <br> AP instructor |
| 45.08100 | United States <br> History | 11 | U.S. History investigates the United States, its people, <br> institutions and heritage. The course emphasizes political, <br> cultural and social issues, the role of the United States as a <br> world leader and the issues confronting the United States. <br> This course requires an EOC ASSESSMENT. | None |  |


| 45.28100 | United States History Honors |  | U.S. History Honors investigates the United States, its people, institutions and heritage in depth. The course emphasizes political, cultural and social issues, the role of the United States as a world leader and the issues confronting the United States. Students considering enrollment in this course should have excellent reading and writing skills, demonstrate a strong work ethic, and be able to engage in analytical and critical thinking, and extensive writing. This course requires an EOC ASSESSMENT. | None | World History Honors Teacher |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 45.08200 | Advanced Placement U.S. History | 11 | This course conforms to College Board topics for the Advanced Placement United States History Examination. It covers discovery and settlement, colonial society, the American Revolution, Constitution and the New Republic, Age of Jefferson, Nationalism, sectionalism, territorial expansion, Civil War, Reconstruction, Industrialization, the Progressive Era, World War I, Depression, New Deal and World War II through the present. Students taking this course are required to take the AP Exam in May. Also, students taking this course to satisfy the U.S. History requirement must take the U. S. History EOC ASSESSMENT. This course meets the HOPE Rigor requirement. | Successful completion of Honors World History AND Successful completion of $10^{\text {th }}$ Lit Honors; | $10^{\text {th }}$ Lit Honors teacher, World History teacher, also approval from AP instructor |
| 45.08120 | U.S. History in Film | 11-12 | This course examines American history, culture and society through film. The primary "text" for this course will be American films that examine an aspect or era of American history. Students critically analyze how American cultural and social conflicts are portrayed and worked out in popular films. By watching, discussing, and writing about these films, students examine how motion pictures create a window into American history, society, and identity. Students will learn how to read American films as cultural texts that help us better understand our history and culture. Given the mature content and themes of our films, students must be in grades 11-12 to be eligible to enroll. | None, though completion of US History is preferred | Social Studies faculty |

## High School

| 45.28400 | Advanced Placement European History | 11-12 | Advanced Placement European History investigates a balanced narrative of European history from the Renaissance to the present. It introduces students to the cultural, political, economic, intellectual, and social developments that have shaped the world. The course provides an understanding of the contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. It integrates and reinforces analytical, reading, and writing skills. The course conforms to the guidelines of College Board. Students taking this course are required to take the AP Exam in May. This course meets the HOPE Rigor requirement. | none | Honors Lit teacher, Honors Social Studies teacher, also approval from AP instructor |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 45.06100 | Economics | 12 | Economics focuses on the American economic system and covers fundamental economic concepts, comparative economic systems, microeconomics, macroeconomics and international economic interdependence. The course stresses ability to analyze critically and to make decisions concerning public issues. This course requires an EOC ASSESSMENT. | None | Most recent Social Studies teacher |
| 45.06200 | Advanced Placement Macroeconomics | 12 | AP Macroeconomics is a rigorous one-semester course that will give students a thorough understanding of the principles of economics that apply to an economic system as a whole. It will place particular emphasis on the study of national income and price level determination. The course will also develop the student's familiarity with economic performance measures, the financial sector, stabilization processes, economic growth, and international economics. Also, students taking this course to satisfy the high school Economics requirement must take the Economics EOC ASSESSMENT. This course meets the HOPE Rigor requirement. | Successful completion of U.S. History; Math and Social Studies teacher recommendation. | Math and Social Studies teachers |


| 45.05200 | Advanced Placement <br> Government | $9-12$ | AP United States Government and Politics is a rigorous <br> course that provides students with an analytical perspective <br> on government and politics in the United States. The <br> course includes both the study of general concepts used to <br> interpret U.S. politics and the analysis of specific <br> examples. It provides an introduction to the various <br> institutions, groups, beliefs, and ideas that constitute U.S. <br> politics. This course will satisfy the state Government <br> requirement. Students staking this course are required to <br> take the AP exam in May. This course meets the HOPE <br> Rigor requirement. | Teacher <br> recommendation | Most recent <br> Social Studies <br> teacher |
| :--- | :--- | :--- | :--- | :--- | :--- |
| 45.05600 | Individual and the <br> Law | $10-12$ | Individual and the Law analyzes the foundations and <br> functions of the American legal system. This course <br> examines types of laws, the individual's relationship to the <br> law and major court decisions, and integrates and <br> reinforces social studies skills. | None | Most recent <br> Social Studies <br> teacher |
| 45.03100 | Sociology | $11-12$ | Sociology investigates human behavior in relationship to <br> groups. It explores the impact of social institutions such as <br> family, education, religion, economics, government, and <br> sports have on the individual as well as topics such as <br> culture, socialization, and deviance. This course also helps <br> to develop research methods, critical thinking skills, and <br> enhances one's understanding of the social sciences. | None | Most recent <br> Social Studies <br> teacher |
| 45.01500 | Psychology | $11-12$ | Psychology uses a micro-approach perspective to <br> investigate human behavior, the mind, and the individual. <br> It explores the principles and theories of psychology by <br> examining behavioral, psychoanalytical, environmental, <br> biological, hereditary, developmental, and social <br> psychology. One can discover how personality, <br> motivation, intelligence, and attitudes can create <br> psycho/social disorders and mental diseases. This course <br> also helps to develop research methods, critical thinking <br> skills. | None |  |

## High School

| 45.01400 | Humanities | $11-12$ | Humanities investigates the development of human values, <br> aesthetics, and expression in Western civilization. Art, <br> music, architecture, drama, history, and philosophy provide <br> the essential mediums of study from the birth of <br> civilizations to the present. Exploring a variety of themes, <br> such as death/immortality, love, freedom, illusion/reality, <br> and good/evil, Humanities utilizes an interdisciplinary <br> approach to evaluate the human creative experience. | Most recent <br> Social Studies <br> teacher |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
| 45.07700 | Advanced Placement <br> Human Geography <br> NOHS ONLY | $9-12$ | The purpose of the AP Human Geography course is to <br> introduce students to the systematic study of patterns and <br> processes that have shaped human understanding, use, and <br> alteration of Earth's surface. Students learn to employ <br> spatial concepts and landscape analysis to examine human <br> socioeconomic organization and its environmental <br> consequences. They also learn about the methods and tools <br> geographers use in their research and applications. | Teacher <br> recommendation | Most recent <br> Social Studies <br> teacher |

## Foreign Language

(All Foreign Language courses not used to fulfill core requirements count as academic electives.)

| Course <br> Number | Course Name | Grade Level | Course Description | Prerequisites | Who Signs for Course |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 60.01100 | French I | 9-12 | French I introduces the French language with an emphasis on listening, speaking, reading and writing skills. This course covers how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to develop an understanding of French culture. | Strong reading and math skills | Math or English Teacher recommendation at $8^{\text {th }}$ grade; French teacher at high school |
| 60.01200 | French II | 9-12 | French II enhances level-one skills in French and provides opportunities to develop listening, speaking, reading, and writing skills. This course provides continued practice in how to ask and respond to basic questions, and to speak and read within a range on carefully selected topics. The course also provides opportunities to increase understanding of French culture. This course meets the HOPE Rigor requirement. | Successful completion of French I | French teacher |
| 60.01300 | French III Honors | 10-12 | French III Honors is a rigorous course which enhances level-two skills in French. This course provides further opportunities to increase conversational, reading comprehension, and composition skills. It also provides more extensive exposure to French culture. This course begins the preparation for students planning to enroll in AP French. This course meets the HOPE Rigor requirement. | Successful completion of French II and/or teacher recommendation | French teacher |

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| 60.01400 | French IV Honors | 10-12 | French IV Honors continues to build on previously acquired skills of conversational, reading comprehension, and composition skills through increased opportunities for more intensive practice. This course continues language development through exploration of familiar and unfamiliar topics, introduction to authentic literacy works and broader, more extensive cultural exposure. This course includes important preparation for students planning to enroll in AP French Language. This course meets the HOPE Rigor requirement. | Successful completion of French III Honors and/or teacher recommendation | French teacher |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 60.01500 | French V Honors OCHS ONLY | 11-12 | French V Honors is a rigorous course for those students who want to complete AP level work without the AP credit or taking the AP French exam. This course meets the HOPE Rigor requirement. | Successful completion of French IV Honors and/or teacher recommendation | French teacher |
| 60.01700 | Advanced Placement French OCHS ONLY | 11-12 | AP French Language is a rigorous one semester class comparable in content and difficulty to a $3^{\text {rd }}$ year collegiate French Composition and Conversation class. This course seeks to develop language skills through varied activities including audio and video recordings, films, newspapers, and magazines. Additional literary works are also introduced as students continue to explore cultural and language relationships between francophone countries and United States. Students taking this course are required to take the AP Exam in May. This course meets the HOPE Rigor requirement. | Successful completion of French IV Honors and/or teacher recommendation | French teacher |
| 61.04100 | Latin I | 9-12 | Latin I introduces students to the Latin language and ancient Roman civilization. This course provides grammar and vocabulary instruction necessary for developing reading comprehension skills. The course emphasizes the ability to write simple Latin phrases and to understand simple Latin presented orally or in writing. Students will also begin learning how Roman culture, mythology, and vocabulary have influenced contemporary society. | Strong reading and math skills | Math or English Teacher recommendation at $8^{\text {th }}$ grade; Latin teacher at high school |


| 61.04200 | Latin II | 9-12 | Latin II enhances level-one skills and provides <br> opportunities to translate longer, more challenging <br> passages. This course presents more advanced grammatical <br> structures. Students continue their study of Roman <br> customs and daily life and learn how Latin and Roman <br> civilization have influenced Western language and <br> civilization. This course meets the HOPE Rigor <br> requirement. | Successful <br> completion of <br> Latin I |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
| 61.04300 | Latin III Honors | $10-12$ | Students in the advanced levels of Latin will read and <br> translate selected passages from the works of Rome's most <br> influential authors. These authors may include Caesar, <br> Cicero, Pliny, Ovid, Virgil, Horace, and Catullus. The <br> courses also explore the political, social, and economic <br> characteristics of Rome during the late Republican period <br> and early Imperial period. This course meets the HOPE <br> Rigor requirement. | Successful <br> completion of <br> Latin II and/or <br> teacher <br> recommendation |  |
| 61.04400 | Latin IV Honors | $10-12$ | Students in the advanced levels of Latin will read and <br> translate selected passages from the works of Rome's most <br> influential authors. These authors may include Caesar, <br> Cicero, Pliny, Ovid, Virgil, Horace, and Catullus. Each <br> level will focus on one or two of the authors listed above. <br> The courses also explore the political, social, and <br> economic characteristics of Rome during the late <br> Republican period and early Imperial period. This course <br> meets the HOPE Rigor requirement. | Successful <br> completion of <br> Latin III Honors <br> and/or teacher <br> recommendation |  |
| 61.04500 | Latin V Honors | OCHS ONLY |  | Latin V Honors is a rigorous course for those students who <br> want to complete AP level work without the AP credit or <br> taking the AP Latin exam. This course meets the HOPE <br> Rigor requirement. | Successful <br> completion of or <br> Latin IV Honors <br> and/or teacher <br> recommendation |


| 61.04700 | Advanced Placement Latin | 11-12 | AP Latin is designed to provide advanced high school students with a rich and rigorous Latin course, approximately equivalent to an upper-intermediate (typically fourth or fifth semester) college or university Latin course. This course meets the HOPE Rigor requirement. | Successful completion of Latin III Honors (NOHS) or Latin IV Honors (OCHS) and/or teacher recommendation | Latin teacher |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 60.07100 | Spanish I | 9-12 | Spanish I introduces the Spanish language; emphasizes listening, speaking, reading and writing skills. This course covers how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to develop an understanding of Spanish culture. | Strong reading and math skills | Math or English Teacher recommendation at $8{ }^{\text {th }}$ grade; Spanish teachers at high school |
| 60.07200 | Spanish II | 9-12 | Spanish II enhances level-one skills in Spanish and provides opportunities to develop listening, speaking, reading and writing skills. This course provides continued practice and expansion in how to ask and respond to basic questions, to speak and read within a range of carefully selected topics, and to increase understanding of Spanish culture. This course meets the HOPE Rigor requirement. | Successful completion of Spanish I | Spanish teacher |
| 60.07300 | Spanish III Honors | 10-12 | Spanish III is a rigorous course which enhances level-two skills in Spanish and provides further opportunities to increase conversational, reading comprehension, and composition skills. This course also includes an intensive focus on Spanish grammar and syntax and extensive exposure to Spanish culture. This course begins the preparation for students planning to enroll in AP Spanish Language. This course meets the HOPE Rigor requirement. | Successful completion of Spanish II and/or teacher recommendation | Spanish teacher |

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| 60.07400 | Spanish IV Honors | $10-12$ | Spanish IV Honors continues to build on previously <br> acquired skills of conversational, reading comprehension, <br> and composition skills through increased opportunities for <br> more intensive practice. This course continues language <br> development through exploration of familiar and <br> unfamiliar topics. This course includes important <br> preparation for students planning to enroll in AP Spanish <br> Language. This course meets the HOPE Rigor <br> requirement. | Successful <br> completion of <br> Spanish III <br> Honors and/or <br> teacher <br> recommendation | Spanish teacher |
| :--- | :--- | :--- | :--- | :--- | :--- |
| 60.07500 | Spanish V Honors | $11-12$ | Spanish V Honors is a rigorous course for those students <br> who want to complete AP level work without the AP credit <br> or taking the AP Spanish exam. This course meets the <br> HOPE Rigor requirement. | Successful <br> completion of <br> Spanish IV <br> Honors and/or <br> teacher <br> recommendation | Spanish teacher |
| 60.07700 | Advanced Placement <br> Spanish Language | $11-12$ | AP Spanish Language is a rigorous one semester class <br> comparable in content and difficulty to a 3 3d year collegiate <br> Spanish Composition and Conversation class. This course <br> seeks to develop language skills through varied activities <br> including audio and video recordings, films, newspapers, <br> and magazines. Additional literary works are also <br> introduced as well as intensive conversational practice. <br> Students taking this course are required to take the AP <br> Exam in May. This course meets the HOPE Rigor <br> requirement. | Successful <br> completion of <br> Spanish IV <br> Honors and/or <br> teacher <br> recommendation | Spanish teacher |
| 61.01100 | German I | $9-12$ | German I introduces the student to the language with <br> primary emphasis on development of listening and <br> speaking skills, although reading and writing skills are <br> introduced. Students acquire and practice vocabulary and <br> structures to converse on everyday topics. Reading in <br> context is introduced. Controlled writing experiences are <br> offered. Students are introduced to the geography and <br> culture of German-speaking countries within the context of <br> everyday topics. | Strong reading <br> and math skills | Math or English <br> Teacher <br> recommendation <br> at 8th grade; <br> German teacher <br> at high school |


| 61.01200 | German II | 9-12 | German II continues the development of all four skills of listening, speaking, reading and writing. Students acquire and practice vocabulary in typical peer and student-toadult interactions on everyday topics. Reading is expanded to authentic texts of short length, such as ads, directions, and letters. Geography and culture are based on contexts within the vocabulary of this level. This course meets the HOPE Rigor requirement. | Successful completion of German I | German teacher |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 61.01300 | German III Honors OCHS ONLY | 10-12 | German III continues to allow students to improve skills of communication in the target language. Using new vocabulary and structure as well as previously-acquired vocabulary and grammar, students develop ability to give longer, more detailed responses. The use of the target language as a means of communication intensifies for classroom use. Writing skills emphasize more free writing with more sophisticated vocabulary and structures used to convey ideas. Students explore cultural topics such as history and art. This course begins the preparation for students planning to enroll in AP German. This course meets the HOPE Rigor requirement. | Successful completion of German II and/or teacher recommendation | German teacher |
| 61.01400 | German IV Honors OCHS ONLY | 10-12 | German IV continues to build on the developing skills of level three and provides opportunities to develop the language for communication of familiar and unfamiliar topics. Culture topics are explored in the target language. Longer authentic texts are read with a beginning in literary analysis in the target language. This course includes important preparation for students planning to enroll in AP German Language. This course meets the HOPE Rigor requirement. | Successful completion of German III and/or teacher recommendation | German teacher |
| 61.01500 | German V Honors OCHS ONLY | 11-12 | German V Honors is a rigorous course for those students who want to complete AP level work without the AP credit or taking the AP German exam. This course meets the HOPE Rigor requirement. | Successful completion of German IV and/or teacher recommendation | German teacher |

## High School

| 61.01700 | AP German | $11-12$ | The AP German Language and Culture course takes a <br> holistic approach to language proficiency and recognizes <br> the complex interrelatedness of comprehension and <br> comprehensibility, vocabulary usage, language control, <br> communication strategies, and cultural awareness. This <br> course meets the HOPE Rigor requirement. | Successful <br> completion of <br> German IV <br> and/or teacher <br> recommendation | German teacher |
| :--- | :--- | :--- | :--- | :--- | :--- |

## Health and Physical Education

| Course <br> Number | Course Name | Grade <br> Level | Course Description | Prerequisites | Who Signs for <br> Course |
| :--- | :--- | :--- | :--- | :--- | :--- |
| 36.05100 | Personal Fitness | 9 | This half-unit course is a graduation requirement taken in <br> conjunction with health and provides instruction in <br> methods to attain a healthy level of physical fitness. This <br> course covers how to develop a lifetime fitness program <br> based on a personal fitness assessment and stresses <br> strength, muscular endurance, flexibility, body <br> composition and cardiovascular endurance. | None | Not needed |
| 17.01100 | Health | 9 | This half-unit course is a graduation requirement taken in <br> conjunction with personal fitness and explores the mental, <br> physical and social aspects of life and how each <br> contributes to total health and well-being. Health <br> emphasizes safety, nutrition, mental health, substance <br> abuse prevention, disease prevention, environmental <br> health, family life education, health careers, consumer <br> health and community health. Health includes nutrition, <br> fad diets, weight control, stress management, adherence <br> strategies and consumer information; promotes self- <br> awareness and responsibility for fitness. The Alcohol and <br> Drug Awareness Program (ADAP) as well as CPR and <br> AED (Automated External Defibrillator) instruction are <br> also provided during this course. | None |  |
| 36.02100 | Introductory Team <br> Sports | $10-12$ | This course introduces fundamental skills, strategies and <br> rules associated with team sports such as basketball, <br> volleyball, soccer, softball, ultimate Frisbee, team handball <br> and flag football. | Health and <br> Personal Fitness | P.E. Teacher |
| 36.03100 | Intermediate Team <br> Sports | $11-12$ | This course continues exploration of sports learned in <br> Introductory Team Sports. | Introductory <br> Team Sports | P.E. Teacher |
| 36.04100 | Advanced Team <br> Sports | $11-12$ | This course continues the exploration of Team Sports. | Intermediate <br> Team Sports | P.E. Teacher |

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| 36.07100 | Adaptive P.E. | 12 | This course is designed for students interested in pursuing <br> a career in physical education, special education, physical <br> therapy, or any other related field of working with the <br> special needs population. | Application and <br> teacher <br> recommendation <br> required | Adaptive P.E <br> Teacher |
| :--- | :--- | :--- | :--- | :--- | :--- |
| 36.05300 | Aerobic Dance | $10-12$ | This course provides opportunities to perform step and <br> fitness routines to music to increase muscular strength and <br> endurance, cardiovascular endurance, and flexibility. <br> Includes fitness concepts for developing healthy lifetime <br> habits and body composition. | Health and <br> Personal Fitness | P.E. Teacher |
| 36.06300 | Advanced Aerobic <br> Dance | $10-12$ | This course enhances strength, cardiovascular endurance, <br> flexibility, coordination and muscular endurance through <br> aerobic movement. Emphasizes self-management and <br> adherence strategies. | Aerobic Dance | P.E. Teacher |
| 36.05400 | Weight Training | $9-12$ | This course increases strength and cardiovascular fitness <br> through an individualized weight training program. <br> Emphasizes self-management and adherence strategies. | None | P.E. Teacher |
| 36.06400 | Advanced Weight <br> Training | $10-12$ | Increases strength and cardiovascular fitness through an <br> individualized weight training program. Emphasizes self- <br> management and adherence strategies. | Body Sculpting | P.E. Teacher |
| 36.05200 | Physical <br> Conditioning | $10-12$ | Provides opportunities to participate in a variety of <br> activities to enhance flexibility, muscular strength and <br> endurance, cardiovascular endurance and body <br> composition. Includes fitness concepts for the development <br> of healthy lifetime habits. | Weight Training | P.E. Teacher |
| 36.05600 | Body Sculpting | $9-12$ | This course provides methods to redefine body shape <br> through specific exercises. Topics covered through the <br> overall conditioning program are weight training, <br> conditioning exercises and proper nutrition to improve <br> muscle tone, muscle definition, posture, bodily <br> proportions, overall condition of the body and increase <br> energy levels. | Health and <br> Personal Fitness | P.E. Teacher |

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| 36.06600 | Advanced Body <br> Sculpting | $10-12$ | This course provides additional opportunities to redefine <br> body shape through specific exercises. Topics covered <br> through the overall conditioning program are weight <br> training, conditioning exercises and proper nutrition to <br> improve muscle tone, muscle definition, posture, overall <br> condition of the body and increase energy levels. | Body Sculpting | P.E. Teacher |
| :--- | :--- | :--- | :--- | :--- | :--- |
| 36.02200 | Introductory <br> Lifetime Sports | $11-12$ | This course introduces fundamental skills, strategies and <br> rules associated with lifetime sports such as bowling, golf, <br> tennis, bocce ball, horseshoes, table tennis, archery, and <br> pickleball. Activity fees are associated with this course. | Health and <br> Personal Fitness | P.E. Teacher |
| 36.03200 | Intermediate <br> Lifetime Sports | $11-12$ | This course continues exploration of sports learned in <br> Introductory Lifetime Sports. Activity fees are associated <br> with this course. | Introductory <br> Lifetime Sports | P.E. Teacher |
| 36.04200 | Advanced Lifetime <br> Sports | 12 | This course continues exploration of Lifetime Sports. <br> Activity fees are associated with this course. | Intermediate <br> Lifetime Sports | P.E. Teacher |
| 36.02500 | Intro to Outdoor <br> Education | $10-12$ | Promotes an appreciation of the outdoors; provides <br> physical activities and adventures in an outdoor laboratory. <br> Covers camping, fishing, hiking, orienteering, <br> backpacking, repelling, outdoor cooking, boating safety, <br> hunter safety, and archery. Activity fees are associated <br> with this course. | Health and <br> Personal Fitness | P.E. Teacher |

## Fine Arts

| Course <br> Number | Course Name | Grade <br> Level | Course Description | Prerequisites | Who Signs for <br> Course |
| :--- | :--- | :--- | :--- | :--- | :--- |
| 50.02110 | Visual Arts/ <br> Comprehensive I | $9-12$ | Art I is an entry level creative studio course that emphasizes <br> the ability to understand and use elements and principles of <br> design in the creation of artworks in a variety of media and <br> processes. Students are introduced to studies in art history, <br> art criticism and aesthetics. | None | Art teacher |
| 50.021200 | Visual Arts/ <br> Comprehensive II | $9-12$ | Art II is an intermediate level creative studio course that <br> continues studies in art production, art history, art criticism, <br> and aesthetics. Students are encouraged to develop <br> experience and expertise in the use of a variety of media. | Art I | Art teacher |
| 50.421300 | Visual Arts/ <br> Comprehensive III | $10-12$ | Art III is an advanced level creative studio course that <br> continues studies in art production, art history, art criticism <br> and aesthetics. Students are encouraged to develop <br> experience and expertise in the use of a variety of media. | Art II | Art teacher |
| 50.021400 | Visual Arts/ <br> Comprehensive IV | $10-12$ | Art IV is an advanced level creative studio course that <br> continues studies in art production, art history, art criticism <br> and aesthetics. Students are encouraged to develop <br> experience and expertise in the use of a variety of media. | Art III | Art teacher |
| 50.002160 | Visual Arts/ <br> Comprehensive V | $11-12$ | Art V is an advanced level creative studio course that <br> continues studies in art production, art history, art criticism <br> and aesthetics. Students are encouraged to develop <br> experience and expertise in the use of a variety of media. | Art IV and/or <br> Teacher <br> Recommendation | Art teacher |
| 50.03130 | Visual Arts/ <br> Drawing \& Painting <br> I | $9-12$ | The student develops creativity, critical-thinking, and <br> problem solving skills. The student engages in aesthetic <br> dialogue, making efort toward constructing meaning as he <br> or she encounters and produces works of art based on <br> drawing and painting approaches. | None | Art teacher |
| OCHS ONLY |  |  |  |  |  |


| 50.03140 | Visual Arts/ Drawing \& Painting II OCHS ONLY | 10-12 | The student develops creativity, critical-thinking, and problem solving skills. The student engages in aesthetic dialogue, making effort toward constructing meaning as he or she encounters and produces works of art based on drawing and painting approaches. | Visual Arts/ <br>  <br> Painting I | Art teacher |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 50.04110 | Visual Arts/ Ceramics/Pottery I OCHS ONLY | 9-12 | The student develops creativity, critical-thinking, and problem solving skills. The student engages in aesthetic dialogue, making effort toward constructing meaning as he or she encounters and produces works of art based on varied ceramic forming techniques and processes. | None | Art teacher |
| 50.04120 | Visual Arts/ Ceramics/Pottery II OCHS ONLY | 10-12 | The student develops creativity, critical-thinking, and problem solving skills. The student engages in aesthetic dialogue, making effort toward constructing meaning as he or she encounters and produces works of art based on varied ceramic forming techniques and processes. | Visual Arts/ Ceramics/ Pottery I | Art teacher |
| 50.08110 | Visual <br> Arts/Advanced Placement Studio: Drawing Portfolio | 11-12 | The AP Studio Art program makes it possible for highly motivated high school art students to do college-level work in preparation for submission for college credit. It is recommended for students considering a major in art related fields in college. The student must be able to set goals and work well independently. AP Studio Art is not based on a written exam; instead, students submit portfolios for evaluation at the end of the school year. The drawing portfolio is designed to address a very broad interpretation of drawing issues and media. | Three Visual Arts Classes and/or Teacher Recommendation | Art teacher |

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| 50.081300 | Advanced Placement <br> Studio: 2D Design <br> Portfolio | $11-12$ | The AP Studio Art program makes it possible for highly <br> motivated high school art students to do college-level work <br> in preparation for submission for college credit. It is <br> recommended for students considering a major in art related <br> fields in college. The student must be able to set goals and <br> work well independently. AP Studio Art is not based on a <br> written exam; instead, students submit portfolios for <br> evaluation at the end of the school year. The 2-D portfolio <br> should be designed to address two-dimensional design <br> issues. | Three Visual <br> Arts Classes <br> and/or Teacher <br> Recommendation | Art teacher |
| :--- | :--- | :--- | :--- | :--- | :--- |
| 50.08140 | Advanced Placement <br> Studio: 3D Design <br> Portfolio | $11-12$ | The AP Studio Art program makes it possible for highly <br> motivated high school art students to do college-level work <br> in preparation for submission for college credit. It is <br> recommended for students considering a major in art related <br> fields in college. The student must be able to set goals and <br> work well independently. AP Studio Art is not based on a <br> written exam; instead, students submit portfolios for <br> evaluation at the end of the school year. The 3-D portfolio <br> should be designed to address sculptural issues. | Three Visual <br> Arts Classes <br> and/or Teacher <br> Recommendation | Art teacher |
| 51.04100 | Dance I | $9-12$ | Introduces dance; covers shape, form, line, and <br> experimentation with individual expression and creativity. <br> This course stresses aesthetic perception, creative <br> expression and performance; historical and cultural heritage <br> and aesthetic judgment. | None | Dance Teacher |
| 51.04200 | Dance II | $9-12$ | Enhances modern dance; covers shape, form, line and <br> experimentation with individual expression and creativity. <br> This course stresses aesthetic perception, creative <br> expression and performance, historical and cultural heritage <br> and aesthetic judgment and criticism. | Dance I | Dance Teacher |
| 51.04300 | Dance III | $10-12$ | Enhances level-one and two skills. This course emphasizes <br> complex rhythms, movement combinations, longer phrases, <br> transitions and centering on a specific technique. It also <br> offers performing and observation opportunities. | Dance II | Dance Teacher |

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| 51.04400 | Dance IV (Advanced <br> Dance) | $10-12$ | This course emphasizes advanced-level technical skills, a <br> further expansion of dance vocabulary, improvisation, and a <br> broader experience of performance opportunities. | Dance III | Dance Teacher |
| :--- | :--- | :--- | :--- | :--- | :--- |
| 51.03100 | Show Choir <br> OCHS ONLY | $10-12$ | This course emphasizes aesthetic perception, creative <br> expression and performance, historical and cultural heritage <br> and aesthetic judgent and criticism. Students are strongly <br> encouraged to register for this course for both semesters. | Audition | Dance Teacher |
| 52.02100 | Dramatic Arts <br> Fundamentals I | $9-12$ | Serves as pre-requisite for other drama courses. This class <br> introduces students to all the elements of theater, both <br> performance and technical production. | None | Performing Arts <br> Teacher |
| 52.02200 | Dramatic Arts <br> Fundamentals II <br> OCHS ONLY | $9-12$ | Drama II enhances Drama I skills by focusing on the <br> performance elements of drama. | Dramatic Arts <br> Fundamentals I | Performing Arts <br> Teacher |
| 52.02300 | Dramatic Arts <br> Fundamentals III <br> OCHS ONLY | $10-12$ | Enhances Drama II skills with intense scene study and one <br> act performances. Drama III is culmination of the Drama <br> program that operates in a workshop/studio format. This <br> course will provide instructional performances for cross- <br> curricular plays and information reads in other classes. | Dramatic Arts <br> Fundamentals II | Performing Arts <br> Teacher |
| 52.07100 | Dramatic <br> Arts/Film/Video and <br> Television | $10-12$ | Provides an overview of film and its relationship to drama <br> and theater. This course covers the history and <br> development of the film industry, the interactive roles of the <br> director, actor, and technical designers, and the analysis of <br> film as an art form. | Teacher <br> Recommendation | Performing Arts <br> Teacher/English <br> Teacher |
| 52.06100 | Acting I <br> NOHS ONLY | $10-12$ | Introduces advanced acting process. Stresses developing <br> imagination, observation, concentration powers and self- <br> discipline. Includes developing physical and vocal control <br> while transmitting emotions, convictions and ideas; <br> enhances self-confidence and self-awareness. <br> Focuses on scene study. | Fundamentals I <br> Teacher <br> Recommendation | Performing Arts <br> Teacher |
| 52.06200 | Acting II |  |  |  |  |
| NOHS ONLY | $10-12$ | Enhances level-one skills with emphasis on classical and <br> historical scene study. | Acting I and <br> Teacher <br> Recommendation | Performing Arts <br> Teacher |  |

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| 52.06300 | $\begin{array}{\|l\|} \hline \text { Acting III } \\ \text { NOHS ONLY } \end{array}$ | 11-12 | Enhances level-two skills including analyzing and constructing meaning, developing scripts, and acting by developing, communicating, and sustaining roles within a variety of situations and environments. | Acting II and Teacher Recommendation | Performing Arts Teacher |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 52.04100 | Technical Theater NOHS ONLY | 10-12 | Examines the artistic and technical elements of theatre. | Teacher recommendation | Performing Arts Teacher |
| 52.03100 | Theatre Arts/Musical Theater I | 9-12 |  | Teacher recommendation | Performing Arts Teacher |
| 52.03200 | Theatre Arts/Musical Theater II | 9-12 |  | Teacher recommendation | Performing Arts Teacher |
| 52.03300 | Theatre Arts/Musical Theater III | 9-12 |  | Teacher recommendation | Performing Arts Teacher |
| 52.03400 | Theatre Arts/Musical Theater IV | 9-12 |  | Teacher recommendation | Performing Arts Teacher |
| 53.057300 | Drumline (Fall) | 9-12 | Fall performance ensemble for percussionists. | Teacher Approval | Band Teacher |
| $\begin{aligned} & 53.038(10- \\ & 40) \end{aligned}$ | Concert Band (Spring) | 9-12 | Provides opportunities for beginning level students to develop and refine precision on a band instrument. Covers production and performance, analysis and historical studies, cultural influences creative aspects of music and appreciation of music. | Previous Band <br> Experience \& Teacher Approval | Band Teacher |
| $\begin{aligned} & 53.074(10- \\ & 40) \end{aligned}$ | Marching Band (Fall) | 9-12 | Provides opportunities for students to increase skills and performance techniques on band instruments. Focuses on performance and stresses individual and group progress. | Previous Band <br>  <br> Teacher <br> Approval | Band Teacher |
| 53.057300 | Percussion Ensemble (Spring) | 9-12 | Performance ensemble for percussionists. Focuses on performance technique and stresses both individual and ensemble progress. | Previous Band Experience \& Teacher Approval | Band Teacher |

High School

| 53.057200 | Symphonic Band <br> (Spring) | $9-12$ | Performance ensemble for intermediate and advanced level <br> students. Focuses on performance technique and stresses <br> both individual and ensemble progress. | Previous Band <br>  <br> Teacher <br> Approval | Band Teacher |
| :--- | :--- | :--- | :--- | :--- | :--- |
| 53.02100 | Beginning Music <br> Theory and <br> Composition | $9-12$ | Performers, conductors, and composers of music must be <br> well versed in the mathematics and science of music <br> commonly referred to as music theory. This course is the <br> analysis of composition, structure and design of the <br> elements of music. | Teacher <br> recommendation | Band or Chorus <br> Teacher |
| 53.06410 | Beginning Jazz I | $9-12$ | This course offers an in depth study of jazz techniques and <br> literature as well as vocational opportunities in the field of <br> jazz music | Teacher <br> recommendation | Chorus Teacher |
| 53.06810 | American Folk <br> Music Studies I | $9-12$ | Explores American folk music. Emphasizes concept of <br> American folk music idioms such as Southern gospel, <br> Appalachian music and music of the American West. <br> Covers historical and cultural influences and contributions, <br> analysis and theoretical studies and perspectives on historic <br> and contemporary folk musicians. | Teacher <br> recommendation | Chorus Teacher |
| 54.024(10- <br> $40)$ | Women's Choir | $9-12$ | Provides opportunities for beginning-level female <br> performers to increase skills and knowledge in an all- <br> female choral singing. Students may register for this course <br> both semesters. | Teacher <br> Approval | Chorus Teacher |
| S4.021(10- <br> $40)$ | Mixed Chorus | $9-12$ | Provides opportunities to develop performance skills and <br> knowledge in mixed choral singing. Covers performance <br> and production, analysis and theoretical studies, historical <br> and cultural contributions and influences, creative aspects <br> of music and appreciation of music. Organizes objectives <br> for self-paced progress through all four levels. Stresses <br> individual progress and group experiences. Students may <br> register for this course both semesters. | Teacher <br> Approval | Chorus Teacher |
| 53.02400 | History of Rock and <br> Roll | $10-12$ | This course provides the opportunity to explore the <br> historical and socio-cultural development of indigenous <br> American ethnic and folk music. It traces the roots of rock <br> and roll music to its origins, styles, composers, performers, <br> and socio-political influences. | None | Chorus Teacher |
| OCHS ONLY |  |  |  |  |  |

## Career, Technical and Agriculture Education

*=academic elective and fourth science

| Course <br> Number | Course Name | Grade <br> Level | Course Description | Prerequisites | Who Signs for <br> Course |
| :--- | :--- | :--- | :--- | :--- | :--- |
| 02.47100 | Basic Agriculture <br> Science | $9-12$ | This course is designed as the foundational course for all <br> Agriculture, Food \& Natural Resources pathways. It <br> introduces the major areas of scientific agricultural <br> production and research; presents problem-solving lessons <br> and introductory skills and knowledge in agricultural <br> science and agri-related technologies. Classroom and <br> laboratory activities are supplemented through supervised <br> agricultural experiences and leadership programs and <br> activities. This course is the prerequisite for all AFNR <br> pathways and is intended for students in grades 8-10. | None | Agriculture <br> teacher |
| 02.42100 | Animal Science* | $10-12$ | Introduces students to the scientific principles that underlie <br> the breeding and husbandry of agricultural animals, and the <br> production, processing, and distribution of agricultural <br> animal products. Introduces scientific principles applied to <br> the animal industry; covers reproduction, production <br> technology, processing, and distribution of agricultural <br> animal products. Classroom and laboratory activities are <br> supplemented through supervised agricultural experiences <br> and leadership programs and activities. | Successful <br> completion of <br> Biology | Agriculture <br> teacher |
| 01.43200 | Agricultural Animal <br> Production and <br> Management | $10-12$ | The goal of this course in to provide all students instruction <br> in establishing and managing agricultural animal <br> enterprises; includes instruction in selecting, breeding, <br> feeding, caring for, and marketing beef and dairy cattle, <br> horses, swine, sheep, and poultry. Classroom and <br> laboratory activities are supplemented through supervised <br> agricultural experiences and leadership programs and <br> activities. | Basic <br> Agriculture <br> Science and <br> Technology and <br> Animal Science <br> recommended | Agriculture <br> teacher |


| 02.42200 | Equine Science* | $10-12$ | Introduces scientific principles and technical skills in <br> caring for horses; covers history; breeds, types and classes; <br> anatomy, biomechanics and movement; selection and <br> judging; genetics, reproduction, digestion and nutrition; <br> health and behavior management and buildings and <br> facilities. Classroom and laboratory activities are <br> supplemented through supervised agricultural experiences <br> and leadership programs and activities of the FFA. | Basic <br> Agriculture <br> Science and <br> Technology and <br> Animal Science <br> recommended | Agriculture <br> teacher |
| :--- | :--- | :--- | :--- | :--- | :--- |
| 01.46100 | General Horticulture <br> and Plant Science* | $9-12$ | The course introduces the major concepts of plant and <br> horticulture science. Classroom and laboratory activities <br> are supplemented through supervised agricultural <br> experiences and leadership programs and activities. | Basic <br> Agriculture <br> Science and <br> Technology <br> recommended | Agriculture <br> teacher |
| 01.47000 | Nursery and <br> Landscape | $10-12$ | This course is designed to provide students with the basic <br> skills and knowledge utilized by the green industry in <br> nursery production and management and landscape design <br> and management. Classroom and laboratory activities are <br> supplemented through supervised agricultural experiences <br> and leadership programs and activities. | Basic <br> Agriculture <br> Science and <br> Technology and <br> General <br> Horticulture <br> recommended | Agriculture <br> teacher |
| 01.42100 | Agriculture <br> Mechanics <br> Technology I <br> (Welding) | $10-12$ | This laboratory course is designed to provide students with <br> introductory level experiences in selected major areas of <br> agricultural mechanics technology which may include <br> small engine maintenance and repair, metal fabrication, <br> wood working, electrical wiring, and maintenance of <br> agricultural machinery, equipment, and tractors. Learning <br> activities include information, skill development, and <br> problem solving. Classroom and laboratory activities are <br> supplemented through supervised agricultural experiences <br> and leadership programs and activities. | Basic <br> Agriculture <br> Science and <br> Technology <br> recommended | Agriculture <br> teacher |
| OCHS only |  |  |  |  |  |


| 01.42200 | Agriculture Mechanics Technology II (Wiring) <br> OCHS only | 10-12 | The goal of this laboratory course is to offer students intermediate level experiences in selected major areas of agricultural mechanics technology which may include small engine maintenance and repair, metal fabrication, concrete construction, building construction, plumbing, electrical wiring, soil and water conservation, and maintenance of agricultural machinery, equipment and tractors. Learning activities include information, skill development, and problem solving. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities. | Basic <br> Agriculture Science and Technology recommended | Agriculture teacher |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 01.42300 | Agriculture Mechanics Technology III (Small Engines) <br> OCHS only | 10-12 | This laboratory course is designed to prepare students with advanced level experiences in selected major areas of agricultural mechanics technology which may include small engine maintenance and repair, metal fabrication, concrete construction, building construction, plumbing, electrical wiring, soil and water conservation, and maintenance of agricultural machinery, equipment and tractors. Learning activities include information, skill development, and problem solving. | Basic <br> Agriculture <br> Science and <br> Technology <br> recommended | Agriculture teacher |
| 03.45100 | Forest Science* | 9-12 | This course provides entry-level skills for employment in the forest industry and for further study. The course covers establishing forests by natural and artificial means, maintaining and surveying forests, identifying and protecting trees, practicing silviculture, measuring trees and land, mapping, preparing for timber sales and harvest, employing multiple-use resource management, keeping records, and figuring taxes. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities. | Basic <br> Agriculture <br> Science and <br> Technology <br> recommended | Agriculture teacher |


| 03.45300 | Wildlife <br> Management* | $10-12$ | This course introduces students to the principles of wildlife <br> management and conservation and to opportunities for <br> further education and careers in the field of wildlife <br> biology. The course includes instruction in the history of <br> wildlife management, ecological concepts, habitat <br> assessment, habitat management techniques for wildlife, <br> population dynamics, predator-prey relationships, wildlife <br> species biology and identification, human-wildlife conflict <br> resolution, the role of hunting in conservation, game and <br> fish laws and regulations, hunters safety, and the <br> application of scientific principles to managing wildlife <br> habitat and populations. Classroom and laboratory <br> activities are supplemented through supervised agricultural <br> experiences and leadership programs and activities. | Basic <br> Agriculture <br> Science and <br> Technology <br> recommended | Agriculture <br> teacher |
| :--- | :--- | :--- | :--- | :--- | :--- |
| 03.4100 | Natural Resources <br> Management <br> NOHS only | $10-12$ | This course introduces conservation management and <br> maintenance of natural resources and good stewardship of <br> air, soil, water, land, fish, and wildlife resources for <br> economic, recreation, and health purposes. Classroom and <br> laboratory activities are supplemented through supervised <br> agricultural experiences and leadership programs and <br> activities. | Basic <br> Agriculture <br> Science and <br> Technology <br> recommended | Agriculture <br> teacher |
| 01.01200 | Agriculture <br>  <br> Personal <br> Development | $10-12$ | Provides for the in-depth study and development of skills <br> in leadership, citizenship, and communications necessary <br> to participate in agricultural and community organizations <br> and to becoming contributing members of society. <br> Emphasizes communications and speaking skills, <br> leadership qualities, democratic processes, problem solving <br> and decision-making, leadership styles, goal setting, self- <br> concepts, small and large group dynamics, school-to-work <br> transition skills and personal financial management. <br> Classroom and laboratory activities are supplemented <br> through supervised agricultural experiences and leadership <br> programs and activities. | Basic <br> Agriculture <br> Science and <br> Technology <br> recommended | Agriculture <br> teacher |

## High School

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\begin{array}{|l|l|l|l|l|l|}\hline 48.54100 & \begin{array}{l}\text { Introduction to } \\
\text { Drafting and Design }\end{array} & 9-12 & \begin{array}{l}\text { Emphasis is placed on safety, geometric construction, } \\
\text { fundamentals of Computer-Aided Drafting, and multi-view } \\
\text { drawings. Students learn drafting techniques through the } \\
\text { study of geometric construction at which time they are } \\
\text { introduced to computer-aided drafting and design. The } \\
\text { standards are aligned with the drafting and design } \\
\text { standards in the Georgia's technical colleges, thus helping } \\
\text { students qualify for advanced placement should they } \\
\text { continue their education at the postsecondary level. }\end{array} & \text { Drafting teacher } \\
\hline 48.54500 & \begin{array}{l}\text { Architectural } \\
\text { Drawing and Design } \\
\text { I }\end{array} & 10-12 & \begin{array}{l}\text { Introduces students to the basic terminology, concepts, and } \\
\text { principles of architectural design. Emphasis is placed on } \\
\text { house designs, floor plans, roof designs, elevations (interior } \\
\text { and exterior), schedules, and foundations. The standards } \\
\text { are aligned with the drafting and design standards in } \\
\text { Georgia's technical colleges, thus helping students qualify } \\
\text { for advanced placement should they continue their } \\
\text { education at the postsecondary level. }\end{array} & \begin{array}{l}\text { Intro to } \\
\text { Engineering, } \\
\text { Drawing, and } \\
\text { Design }\end{array} \\
\hline 48.54600 & \begin{array}{l}\text { Architectural } \\
\text { Drawing and Design } \\
\text { II }\end{array}
$$ \& 11-12 \& \begin{array}{l}Emphasis is placed on schedules, plumbing, heating and <br>
air, graphic presentations, plot/site plans, specifications, <br>
and building estimations. While the term computer-aided <br>
design (CAD) does not appear in each competency, CAD <br>
tools and software should be used extensively throughout <br>
the course. The standards are aligned with the drafting and <br>
design standards in Georgia's technical colleges, thus <br>
helping students qualify for advanced placement should <br>
they continue their education at the postsecondary level. <br>
Further, the standards are aligned with the national <br>
standards of the American Design Drafting Association <br>
(ADDA). Students who successfully complete this and <br>
other drafting courses should be prepared to take the <br>

Drafter Certification Examination from the ADDA.\end{array} \& $$
\begin{array}{l}\text { Arch. Drawing \& }\end{array}
$$ \& Drafting teacher I\end{array}\right\}\)| Drafting teacher |
| :--- |

## High School

| 48.56100 | Introduction to <br> Graphics and Design | $9-12$ | This course is designed as the foundational course for both <br> the Graphics Production and Graphics Design pathways. <br> The Graphics and Design course provides students with the <br> processes involved in the technologies of printing, <br> publishing, packaging, electronic imaging, and their allied <br> industries. In addition, the Graphics and Design course <br> offers a range of cognitive skills, aesthetics, and crafts that <br> includes typography, visual arts, and page layout. | Nraphics teacher |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
| 48.56200 | Graphic Design and <br> Production | $10-12$ | This course focuses on the procedures commonly used in <br> the graphic communication and design industries. Students <br> will gain experience in creative problem solving and the <br> practical implementation of those solutions across multiple <br> areas of graphic communications. | Introduction to <br> Graphics and <br> Design | Graphics teacher |
| 48.52800 | Advanced Graphic <br> Design | $10-12$ | Students will continue to explore the principles of design <br> and layout procedures as they relate to graphic design. <br> Content will cover electronic systems and software <br> programs used in graphic design, page composition, image <br> conversion, and digital printing. Knowledge and skills in <br> digital design and imaging will be enhanced through <br> experiences that simulate the graphic design industry and <br> school-based and work-based learning opportunities. | Graphic Design <br> and Production | Graphics teacher |

## High School

| 07.44130 | Introduction to <br> Business and Technology | 9-12 | Introduction to Business \& Technology is the foundational course for Administrative Support, Small Business Development, Human Resources Management and Advanced Accounting, Business Accounting, and Financial Services pathways. The course is designed for high school students as a gateway to the career pathways above, and provides an overview of business and technology skills required for today's business environment. Knowledge of business principles, the impact of financial decisions, and technology proficiencies demanded by business combine to establish the elements of this course. Emphasis is placed on developing proficient fundamental computer skills required for all career pathways. Students will learn essentials for working in a business environment, managing a business, and owning a business. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Students will not only understand the concepts, but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. | None | Business Education teacher |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 07.41100 | Principles of Accounting I OCHS only | 10-12 | Students perform accounting activities for sole proprietorships and corporations following generally accepted accounting procedures. Students analyze business transactions and financial statements, perform payroll, examine the global perspective of accounting, and evaluate the effects of transactions on the economic health of a business. | None | Business Education teacher |


| 07.41200 | Principles of Accounting II OCHS only | 10-12 | Students build on the knowledge acquired in Principles of Accounting I as they further their studies in accounting. Students perform accounting activities for partnerships and corporations following generally accepted accounting procedures. Uncollectible accounts, plant assets, inventory, notes payable and receivable, prepared and accrued expenses, and unearned and accrued revenues are analyzed and related adjustments are calculated. Students apply accounting procedures to the formation, dissolution, and liquidation of business entities. In addition, students apply managerial accounting techniques. | Principles of Accounting I | Business Education teacher |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 06.41500 | Legal Environment of Business NOHS Only | 10-12 | Legal Environment of Business addresses statutes and regulations affecting businesses, families, and individuals. All students will benefit with the knowledge of business law as they will eventually assume roles as citizens, workers, and consumers in their communities and in society at large. <br> Students will get an overview of business law while concentrating on the legal aspects of business ownership and management. Legal issues addressed include court procedures, contracts, torts, consumer law, employment law, environmental law, international law, ethics, and the role of the government in business. Students will not only understand the concepts, but will also apply their knowledge to situations and defend their actions, decisions, and choices. <br> Various forms of technologies will be highlighted to expose students to the emerging technologies impacting the business world. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are expanded in this course to prepare students to be college and career ready. Employability skills are integrated into activities, tasks, and projects throughout this course to demonstrate skills required by business and industry. | Introduction to <br>  <br> Technology | Business Education teacher |

## High School

| 06.41610 | Entrepreneurship <br> NOHS Only | 10-12 | Entrepreneurship focuses on recognizing a business opportunity, starting a business, operating and maintaining a business. Students will be exposed to the development of critical thinking, problem solving, and innovation in this course as they will either be the business owner or individuals working in a competitive job market in the future. Integration of accounting, finance, marketing, business management, legal and economic environments will be developed throughout projects in this course. Working to develop a business plan that includes structuring the organization, financing the organization, and managing information, operations, marketing, and human resources will be a focus in the course. Engaging students in the creation and management of a business and the challenges of being a small business owner will be fulfilled in this course. <br> Various forms of technologies will be used to expose students to resources and application of business principles for starting, operating and maintaining a business. Professional communication skills and practices, problemsolving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. | Legal <br> Environment of Business | Business Education teacher |
| :---: | :---: | :---: | :---: | :---: | :---: |

## High School

| 11.41500 | Introduction to Digital Technology | 9-12 | Introduction to Digital Technology is the foundational course for Web \& Digital Communications, Programming, Advanced Programming, Information Support \& Services, and Network Systems pathways. This course is designed for high school students to understand, communicate, and adapt to a digital world as it impacts their personal life, society, and the business world. Exposure to foundational knowledge in hardware, software, programming, web design, IT support, and networks are all taught in a computer lab with hands-on activities and project focused tasks. Students will not only understand the concepts, but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. | None | Business Education teacher |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 11.45100 | Digital Design | 10-12 | This course will provide students with essential web page planning and development skills. Students will learn to write code manually and use graphical authoring tools. Students will also learn to work with web page layout and graphical elements, including images, hyperlinks, tables, forms, and frames. | Introduction to Digital Technology recommended | Business Education teacher |
| 11.45200 | Web Design | 10-12 | The goal of this course is to provide students with the study of advanced topics in web design. Upon completion of this course, students should have a thorough knowledge of all areas of web page design. Topics include the web development process, advanced layout and design features, advanced study of scripting languages, site development with HTML editors, and web servers and databases. | Digital Design | Business Education teacher |

## High School

| 11.01600 | Advanced Placement Computer Science A* | 11-12 | Advanced Placement Computer Science A is an introductory course in computer science. A large part of the course is built around the development of computer programs or parts of programs that correctly solve a given problem. The course also emphasizes the design issues that make programs understandable, adaptable, and when appropriate, reusable. Other topics to be studied include the development and analysis of algorithms, the development and use of fundamental data structures, and the study of standard algorithms and typical applications. In addition, an understanding of the basic hardware and software components of computer systems and the responsible use of these systems are integral parts of the course. Students taking this course are required to take the AP Exam in May. This course meets the HOPE Rigor requirement. | Successful completion of | Most recent Math, Science, CTAE Business, or CS Pathway teacher |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 20.52810 | Early Childhood Education I | 9-12 | The Early Childhood Education I course is the foundational course under the Early Childhood Care \& Education pathway and prepares the student for employment in early childhood education and services. The course addresses the knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development of infants and children. | ; application process | Family and Consumer Sciences teacher |


| 20.42400 | Early Childhood <br> Education II | $9-12$ | Early Childhood Education II is the second course in the <br> Early Childhood Care and Education pathway and further <br> prepares the student for employment in early childhood <br> care and education services. The course provides a history <br> of education, licensing and accreditation requirements, and <br> foundations of basic observation practices and applications. <br> Early childhood care, education, and development issues <br> are also addressed and include health, safety, and nutrition <br> education; certification in CPR/First Aid/Fire Safety; <br> information about child abuse and neglect; symptoms and <br> prevention of major childhood illnesses and diseases; and <br> prevention and control of communicable illnesses. <br> Mastery of standards through project based learning, <br> laboratory application, technical skills practice, and <br> leadership development activities of the career and <br> technical student organizations will provide students with a <br> competitive edge for either entry into the education global <br> marketplace and/or the post-secondary institution of their <br> choice when continuing their education and training. | FCEmily and <br> Consumer <br> Sciences teacher |
| :--- | :--- | :--- | :--- | :--- | :--- |


| 20.42500 | Early Childhood <br> Education III | $11-12$ | Early Childhood Education III is the third course in the <br> Early Childhood Care and Education pathway and one <br> option for program completers who may not have the <br> opportunity of participating in the Early Childhood <br> Education Internship. The course provides in-depth study <br> of early brain development and its implications for early <br> learning, appropriate technology integration, and <br> developmentally appropriate parenting and child guidance <br> trends. Also addressed are collaborative <br> parent/teacher/child relationships and guidance, child <br> directed play, the changing dynamics of family culture and <br> diversity, the causes and effects of stress on young <br> children, and infant nutrition. <br> The development of an educational portfolio for <br> employment in early childhood education is required. <br> Mastery of standards through project based learning, <br> technical skills practice, and leadership development <br> activities of the career and technical student organizations <br> will provide students with a competitive edge for either <br> entry into the education global marketplace and/or the post- <br> secondary institution of their choice to continue their <br> education and training. | ECE II; <br> application <br> process | Family and <br> Consumer <br> Sciences teacher |
| :--- | :--- | :--- | :--- | :--- | :--- |
| 20.41610 | Food, Nutrition, and <br> Wellness | $9-12$ | Food, Nutrition and Wellness is the foundational course in <br> the nutrition and food science pathway. The focus of the <br> course is centered on healthy food and lifestyle choices. <br> Students will investigate the interrelationship of food, <br> nutrition and wellness to promote good health. | None | Family and <br> Consumer <br> Sciences teacher |
| OCHS only |  |  |  |  |  |


| 20.41400 | Food for Life | $10-12$ | An advanced course in food and nutrition that addresses the <br> variation in nutritional needs at specific stages of the <br> human life cycle: lactation, infancy, childhood, <br> adolescence, and adulthood including old age. The most <br> common nutritional concerns, heir relationship to food <br> choices and health status and strategies to enhance well- <br> being at each stage of the lifecycle are emphasized. This <br> course provides knowledge for real life and offers students <br> a pathway into dietetics, consumer foods, and nutrition <br> science careers with additional education at the post- <br> secondary level. | Food, Nutrition, <br> and Wellness | Family and <br> Consumer <br> Sciences teacher |
| :--- | :--- | :--- | :--- | :--- | :--- |
| 20.41810 | Food Science* | $10-12$ | Food science integrates many branches of science and <br> relies on the application of the rapid advances in <br> technology to expand and improve the food supply. <br> Students will evaluate the effects of processing, <br> preparation, and storage on the quality, safety, <br> wholesomeness, and nutritive value of foods. Building on <br> information learned in Nutrition and Wellness and <br> Chemistry, this course illustrates scientific principles in an <br> applied context, exposing students to the wonders of the <br> scientific world. | Food and <br> Nutrition <br> Throughout the <br> Lifespan | Family and <br> Consumer <br> Sciences teacher |
| 20.53100 | Introduction to <br> Culinary Arts | $10-12$ | Introduction to Culinary Arts is a course designed to <br> introduce students to fundamental food preparation terms, <br> concepts, and methods in Culinary Arts where laboratory <br> practice will parallel class work. Fundamental techniques, <br> skills, and terminology are covered and mastered with an <br> emphasis on basic kitchen and dining room safety, <br> sanitation, equipment maintenance and operation <br> procedures. Course also provides an overview of the <br> professionalism in the culinary industry and career <br> opportunities leading into a career pathway to Culinary <br> Arts. |  | Culinary Arts <br> teacher |
| NOHS only |  |  |  |  |  |


| 20.53210 | Culinary Arts I | $10-12$ | Culinary Arts I is designed to create a complete foundation <br> and understanding of Culinary Arts leading to post- <br> secondary education or a foodservice career. Building from <br> techniques and skills learned in Foundation of Culinary <br> Arts, this fundamentals course begins to involve in-depth <br> knowledge and hands on skill mastery of Culinary Arts. | Introduction to <br> Culinary Arts | Culinary Arts <br> teacher |
| :--- | :--- | :--- | :--- | :--- | :--- |
| 20.53310 | Culinary Arts II <br> NOHS only | $11-12$ | Culinary Arts II is an advanced and rigorous in-depth <br> course designed for the student who has continued the <br> Culinary Arts Pathway and wishes to continue their <br> education at the post-secondary level or enter the <br> foodservice industry as a proficient and well-rounded <br> individual. Strong importance is given to refining hands on <br> production of the classic fundamentals in the commercial <br> kitchen. | Culinary Arts I | Culinary Arts <br> teacher |
| 25.52100 | Introduction to <br> Healthcare Science* | $9-12$ | Introduction to Healthcare Science is the foundational and <br> pre-requisite course for all Health Science pathways. This <br> course is appropriate for students wishing to pursue a <br> career in the Healthcare Industry. The course will enable <br> students to receive initial exposure to Healthcare Science <br> careers as well as employability and communication skills <br> necessary in the healthcare industry. The concepts of <br> human growth and development, health, wellness, and <br> preventative care are evaluated, as well as, legal, ethical <br> and technology responsibilities of today's healthcare <br> provider. Fundamental healthcare skills development is <br> initiated including microbiology, basic life support and first <br> aid. <br> Students are required to meet both national and intrastate <br> professional guidelines as designated by applicable <br> regulatory agencies such as the Occupational Health and <br> Safety Administration (OSHA) and Center for Disease <br> Control (CDC). | N |  |

## High School

| 25.44000 | *Essentials of <br> Healthcare | $10-12$ | Anatomy and Physiology is a vital part of most healthcare <br> post-secondary education programs. The Essentials of <br> Healthcare is a medical-focused anatomy course addressing <br> the physiology of each body system, along with the <br> investigation of common diseases, disorders and emerging <br> diseases. The prevention of disease and the diagnosis and <br> treatment that might be utilized are addressed, along with <br> medical terminology related to each system. This course <br> provides an opportunity to demonstrate technical skills that <br> enforce the goal of helping students make connections <br> between medical procedures and the pathophysiology of <br> diseases and disorders. | Healthcare <br> Science teacher <br> Healthcare |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
| 25.43700 | Allied Health and <br> Medicine <br> OCHS only | $10-12$ | This course is designed to offer students the opportunity to <br> become effective and efficient multi-skilled healthcare <br> providers as they develop a working knowledge of various <br> allied health opportunities. Students focusing on a career <br> path in the healthcare field may apply classroom/lab <br> knowledge and skills in the clinical setting as they <br> participate in direct or simulated client care. | Essentials of <br> Healthcare | Healthcare <br> Science teacher |

## High School

$\left.\left.\begin{array}{|l|l|l|l|l|l|l}\hline 25.43600 & \begin{array}{ll}\text { Patient Care } \\ \text { Fundamentals } \\ \text { NOHS only }\end{array} & 11-12 & \begin{array}{l}\text { This course is designed to provide students interested in the } \\ \text { Therapeutic Services Pathway's Career Specialty Nursing } \\ \text { with entry level skills most commonly associated with the } \\ \text { entry level career title Nursing Assistant. The students are } \\ \text { required to meet both national and intrastate professional } \\ \text { guidelines as designated by applicable regulatory agencies } \\ \text { such as the Occupational Health and Safety Administration } \\ \text { (OSHA), Center for Disease Control (CDC), the } \\ \text { department of Health and Human Services (HHS) with a } \\ \text { specific focus on the Omnibus Budget Reconciliation Act } \\ 1987 \text { (OBRA), and the Health Insurance Portability and } \\ \text { Accountability Act of 1996 (HIPAA). This course with } \\ \text { prerequisites meets the Certified Nurse Assistant } \\ \text { curriculum content as specified by the Georgia Medical } \\ \text { Care Foundation. Students meeting all academic, } \\ \text { attendance, and age requirement may elect to sit for the } \\ \text { Georgia Registry's Examination. Successful completion of } \\ \text { the Georgia Registry Examination allows students to seek } \\ \text { employment in the state of Georgia as a Certified Nursing } \\ \text { Assistant. }\end{array} \\ \text { Science teacher }\end{array}\right\} \begin{array}{l}\text { Healt }\end{array}\right\}$

| 25.45000 | Emergency Medical <br> Responder <br> NOHS only | $11-12$ | The Emergency Medical Responder (EMR) course <br> prepares the student to provide initial stabilizing care to the <br> sick or injured prior to the arrival of Emergency Medical <br> Services Professionals (EMS), and to assist EMS personnel <br> in transporting patients for definitive care at an appropriate <br> hospital/facility. Major areas of instruction include <br>  <br> Physiology; Responder Safety; Incident Command; Blood- <br> borne Pathogen Training; Basic Physical Assessment; and <br> Treatment of Trauma and Medical Emergencies; <br> Cardiopulmonary Resuscitation and the use of Automatic <br> External Defibrillators (AEDs). The course is a blend of <br> lecture, hands on lab/learning, and practical scenario-based <br> learning/testing. <br> The course will include Healthcare Provider CPR/AED <br> Certification from a Nationally-Recognized Body <br> (American Heart Association or Red Cross, etc.). If this <br> course is also approved by the Georgia State Office of <br> Emergency Medical Services and Trauma (SOEMST), <br> successful completion will allow the student to be eligible <br> to take the National Registry of Emergency Medical <br> Technicians (NREMT) Emergency Medical Responder <br> (EMR) certification. Topics include: Preparatory; Anatomy <br> and Physiology; Medical Terminology; Pathophysiology; <br> Life Span Development; Public Health; Pharmacology; <br> Airway; Management; Respiration and Artificial | Healthcare <br> Science teacher |  |
| :--- | :--- | :--- | :--- | :--- | :--- |

## High School

| 25.49700 | Health Information <br> Management / <br> Medical Office <br> OCHS only | $10-12$ | This course will orient the student to health information <br> management and working in a medical office. Topics <br> include introducing students to skills and knowledge <br> utilized in a medical office, the structure of healthcare in <br> the United States, healthcare providers, and the structure <br> and function of professional organizations. The course <br> provides students with medical office computer and <br> software skills that include hardware and software <br> components of computers for medical record applications; <br> database software and information management; <br> specialized information management systems in healthcare; <br> methods of controlling confidentiality and patient rights; <br> and accuracy and security of health information data in <br> computer systems. | Essentials of <br> Healthcare | Healthcare <br> Science teacher |
| :--- | :--- | :--- | :--- | :--- | :--- |
| 08.47400 | Marketing Principles | $9-12$ | Marketing Principles is the foundational course for the <br> Marketing and Management, Fashion Merchandising and <br> Buying, Sports and Entertainment marketing, and <br> Marketing Communications and Promotion Pathways. <br> Marketing Principles addresses all the ways in which <br> marketing satisfies consumer and business needs and wants <br> for products and services. Students develop a basic <br> understanding of Employability, Foundational and <br> Business Administration skills, Economics, <br> Entrepreneurship, Financial Analysis, Human Resources <br> Management, Information Management, Marketing, <br> Operations, Professional Development, Strategic <br> Management, and Global Marketing strategies. | None | Marketing <br> teacher |
| OCHS only |  |  |  |  |  |


| 08.44100 | Marketing and Entrepreneurship OCHS only | 10-12 | Marketing and Entrepreneurship is the second course in the Marketing and Management Career Pathway. Marketing and Entrepreneurship begins an in-depth and detailed study of marketing while also focusing on management with specific emphasis on small business ownership. This course builds on the theories learned in Marketing Principles by providing practical application scenarios which test these theories. In addition, Marketing and Entrepreneurship focuses on the role of the supervisor and examines the qualities needed to be successful. In order to increase the number of application experiences, students should participate in (1) Work-Based Learning (WBL) activities in the classroom and possibly in a formal WBL Program; (2) DECA Career and Technical Student Organization competitive events that are directly aligned with course standards and (3) a School-Based Enterprise. | Successful completion of Marketing Principles | Marketing teacher |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 08.44200 | Marketing Management OCHS only | 11-12 | Marketing Management is the third course in the Marketing and Management pathway. Students assume a managerial perspective by applying economic principles in marketing, analyzing operation's needs, examining channel management and financial alternatives, managing marketing information, pricing products and services, developing product/service planning strategies, promoting products and services, purchasing, and professional sales. This course also includes global marketing where students analyze marketing strategies employed in the United States versus those employed in other countries. <br> In order to increase the number of application experiences, students should participate in (1) Work-Based Learning (WBL) activities in the classroom and perhaps in a formal WBL Program; (2) DECA Career Technical Student Organization (CTSO) competitive events that are directly aligned with course standards and (3) a School-Based Enterprise. The prerequisite for this course is Marketing and Entrepreneurship. | Successful completion of Entrepreneurship | Marketing teacher |


| 08.42100 | Fashion, <br> Merchandising and <br> Retailing Essentials <br> OCHS only | $10-12$ | Fashion, Merchandising and Retailing Essentials is the <br> second course in the Fashion, Merchandising and Retail <br> Management Pathway. This course introduces students to <br> the retail industry including the fundamentals of fashion <br> marketing, key marketing concepts essential to every <br> business, types of businesses involved in the industry, and <br> an array of career opportunities. Students will develop <br> skills in such areas as fashion economics, marketing <br> segmentation and target marketing, product selection and <br> buying, and inventory systems. <br> In order to increase the number of application experiences, <br> students should participate in (1) Work-Based Learning <br> (WBL) activities in the classroom and possibly in a formal <br> WBL Program; (2) DECA Career and Technical Student <br> Organization competitive events that are directly aligned <br> with course standards and (3) a School-Based Enterprise. | Marketing <br> Principles <br> recommended | Marketing <br> teacher |
| :--- | :--- | :--- | :--- | :--- | :--- |
| 08.42200 | Advanced Fashion, <br> Merchandising and <br> Retailing <br> OCHS only | $10-12$ | Advanced Fashion, Merchandising and Retailing is the <br> third course in the Fashion, Merchandising and Retail <br> Management Career Pathway and focuses on the <br> application of knowledge and the performance of key skills <br> required in a retail environment. Students will develop <br> skills necessary for managing the following elements: <br> pricing, visual merchandising, advertising, special <br> promotions, professional sales, and customer service. <br> In order to increase the number of application experiences, <br> students should participate in (1) Work-Based Learning <br> (WBL) activities in the classroom and perhaps in a formal <br> WBL Program; (2) DECA Career and Technical Student <br> Organization competitive events that are directly aligned <br> with course standards and (3) a School-Based Enterprise. <br> The prerequisite for this course is Fashion, Merchandising <br> and Retailing Essentials. | Successful <br> completion of <br> Marketing <br> Principles and <br> Fashion, <br> Merchandising <br> and Retailing <br> Essentials | Marketing <br> teacher |

## High School

| 08.47800 | Introduction to Sports and Entertainment Marketing <br> OCHS only | 10-12 | This course introduces the student to the major segments of the Sports and Entertainment Industry and the social and economic impact it has on the local, state, national, and global economies. The products and services offered to consumers and the impact of marketing on these products and services are examined. | Successful completion of Marketing Principles | Marketing teacher |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 08.48500 | Advanced Sports and Entertainment Marketing <br> OCHS only | 10-12 | This course provides students opportunities to develop managerial and analytical skills and deepen their knowledge in sports/entertainment marketing. Topical units include: Marketing-Information Management, Selling, Publicity/Public Relations, Sales Promotion, Management of Promotion, Product Mix, Pricing, Positioning, and Marketing Planning. Project-based instruction, together with a variety of work-based learning activities, should be incorporated in this course to provide real-world application. | Introduction to <br> Sports and <br> Entertainment <br> Marketing | Marketing teacher |
|  | Work-Based Learning | 11-12 | See Career Related Education | Application process and WBL Coordinator approval | Amy Frutiger, <br> WBL <br> Coordinator |

Other
*=academic elective

| Course <br> Number | Course Name | Grade <br> Level | Course Description | Prerequisites <br> Who Signs for <br> Course |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
| 35.06600 | SAT Prep* | $11-12$ | This course provides students with test-taking strategies <br> and techniques to improve their scores on the ACT, PSAT, <br> and SAT (I and II) tests. It places emphasis on the <br> broadening of vocabulary (sentence completions, <br> vocabulary lists, prefixes, roots, suffixes, connotations, <br> denotations, context clues, and assigned reading materials.) <br> It offers students opportunities to practice writing college- <br> level essays. | none <br> English or Math <br> teacher |  |
| 23.03200 | Journalism* | $11-12$ | This course explores journalistic writing through analysis <br> of yearbooks and magazines. It concentrates on purpose, <br> influence, structure and language use through reading, <br> writing and critical thinking. It addresses news gathering, <br> interviewing, copy-writing, editing, and revising. The <br> class emphasizes photography, layout design, and desktop <br> publishing. Students apply skills in publication. | Completion of <br> application and <br> recommendation <br> from yearbook <br> sponsor | Most recent <br> English Teacher |

## CTAE Career Clusters and Pathway Courses - NOHS

*=required for pathway completion

## Agriculture, Food and Natural Resources

Forestry/Natural Resources Pathway
02.47100 Basic Agricultural Science.*
03.45100 Forest Science*
03.41100 Natural Resources Management*

Plant Science/Horticulture Pathway
02.47100 Basic Agricultural Science and Tech.* 01.46100 General Horticulture and Plant Science* 01.47000 Nursery and Landscape*

## Animal Science Pathway

02.47100 Basic Agricultural Science and Tech.* 02.42100 Animal Science Tech./Biotechnology* 01.43200 Agricultural Animal Production \& Mgt.*

## Architecture and Construction

## Architectural Drawing \& Design Pathway

48.54100 Intro to Drafting \& Design*
48.54500 Architectural Drawing and Design I*
48.54600 Architectural Drawing and Design II*

## Arts, A/V Technology, and Communications

## Graphic Design Pathway

48.56100 Introduction to Graphics and Design*
48.56200 Graphic Design and Production*
48.52800 Advanced Graphic Design*


Career/Technical Student Organizations (CTSO)


## CTAE Program Concentrations/Career Pathways - OCHS

*=required for pathway completion

| Agriculture |  |  |
| :---: | :---: | :---: |
| Animal Science Pathway | Plant Science/Horticulture Pathway | Agricultural Mechanics Pathway |
| 02.47100 Basic Agricultural Science* <br> 02.42100 Animal Science Tech./Biotechnology* <br> 01.43200 Agricultural Animal Production \& Mgt* <br> 02.42200 Equine Science | 02.47100 Basic Agricultural Science and Tech.* <br> 01.46100 General Horticulture and Plant Science* <br> 01.47000 Nursery and Landscape* | 02.47100 Basic Agricultural Science and Tech.* <br> 01.42100 Agricultural Mechanics I* <br> 01.42200 Agricultural Mechanics II* <br> 01.42300 Agricultural Mechanics III |
| Arts, A/V Technology, and Communications |  |  |
|  | Graphic Design Pathway <br> 48.56100 Introduction to Graphics and Design* <br> 48.56200 Graphic Design and Production* <br> 48.52800 Advanced Graphic Design* |  |
| Finance |  |  |
| 07.44130 Intro to Business \& Technology 07.41100 Principles of Accounting I* 07.41200 Principles of Accounting II* |  |  |
| Human Services |  | Education and Training |
| Nutrition \& Food Science Pathway |  | rly Childhood Care and Education I Pathway |
| 20.41610 Food, Nutrition \& Wellness* 20.41400 Food for Life* <br> 20.41810 Food Science* | 20.52810 Early Childhood Education I* 20.42400 Early Childhood Education II* |  |
| 78 |  |  |

## Health Science

## Therapeutic Services/Allied Health \& Medicine Pathway

25.52100 Introduction to Healthcare Science*
25.44000 Essentials of Healthcare*
25.43700 Allied Health and Medicine*

## Health Informatics/Health Information Technology Pathway

25.52100 Introduction to Healthcare Science*
25.49500 Applications of Health Information Technology*
25.49600 Applications of Health Informatics*

## Marketing

## Marketing \& Management Pathway

08.47400 Marketing Principles*
08.44100 Marketing and Entrepreneurship*
08.44200 Marketing Management*

Fashion Merchandising and Retail Management Pathway
08.47400 Marketing Principles*
08.42100 Fashion, Merchandising and Retailing Essentials*
08.42200 Advanced Fashion, Merchandising and Retailing*

## Hospitality and Tourism

## Sports \& Entertainment Marketing Pathway

08.47400 Marketing Principles*
08.47800 Introduction to Sports \& Entertainment Mkt*
08.48500 Advanced Sports \& Entertainment

## Career/Technical Student Organizations (CTSO)



## Career Related Education <br> (Work-Based Learning Opportunities)

## What is Career Related Education?

Career Related Education is an umbrella of activities designed to facilitate the transition from school to career. These activities include Career Awareness, Career Exploration, Instructional Activities, Connecting Activities and finally culminating in a work-based learning experience when appropriate.

## Work-Based Learning Opportunities

The Work Based Learning program in Oconee County is designed for juniors and seniors who have a specific career focus or an interest in a particular career pathway. Students go to school for part of the day and for the remainder of the day, students work at an approved work-site. This program will give students the opportunity to work alongside professionals in their chosen career field. Students are required to provide their own transportation to and from the worksite and work under the supervision of a workplace mentor as well as the school's School-to-Career coordinator and facilitator.
The following Work-Based Learning options are available to students in Oconee County:

## Job Shadowing

During a job shadow experience, an individual follows an employee at their workplace anywhere from a few hours to a couple of days. The individual experiences real day-to-day work in a specific occupation or industry. Participants can see tasks being performed and the knowledge and skills required to perform those tasks. Students typically job shadow late in middle school or early in high school.

## Internships

An internship is a short-term or long-term experience where an individual works under supervision in an occupation to gain practical skills and experience in a particular field of study. Internships can occur only after a student has completed coursework related to the placement. Individuals can acquire new skills through an internship or investigate different aspects of an industry. Internships can be both paid and unpaid experiences.

## Cooperative Work Experience

A cooperative work experience is a paid opportunity for students to complete while they are simultaneously enrolled in a course directly related to the job placement. The experience offers services and activities to help develop occupational and workplace skills in a paid work environment. This experience is unique in that the student is applying all competencies learned in the classroom to his/her current WBL site.

## Youth Apprenticeship

An apprenticeship is a partnership between students, business, and postsecondary in which the student agrees to work (paid position) in exchange for instruction to gain skills necessary to work successfully in a highly skilled occupation. Apprenticeship students are career focused and are assigned to a workplace mentor. Apprentices agree to a minimum of 2,000 hours of on-the-job training and completion of a postsecondary credential from a postsecondary institution or employer. These 2,000 hours are often
completed after a student has graduated from high school. Youth Apprenticeship is usually of a longer duration and requires communication and contact beyond high school graduation.

## Class Credit for Work-Based Learning

Credit is issued for 1.0, 2.0, and 3.0 Carnegie units per semester based on the individual student's assessed performance. Generally, the amount of work release time has a bearing on the total credit that can be earned:

1 block of release time 2 blocks of release time 3 blocks of release time

Minimum of 7.5 hours week
Minimum of 15 hours week
Minimum of 22.5 hours week
1.0 Carnegie unit
2.0 Carnegie units
3.0 Carnegie units

## Additionally, student workers must:

- Progress successfully through an approved training plan
- Receive positive evaluations for job performance and work ethics
- Complete assignments required by the coordinator related to program and career experiences
- Comply with all the rules and regulations dictated by the program


## How to Enroll for the Work-Based Learning Program

In order to be considered for the Work-Based Learning program, students must first inform their counselor of their interest and meet the following requirements:

- Two or more courses taken within a specific Career Pathway
- Completed application for enrollment
- $90 \%$ Attendance Record
- Acceptable Discipline Record
- Overall $80 \%$ or better numerical grade average
- Three Letters of Recommendation
- Interview with program coordinator
- Approval of School-to-Career Coordinator


## Once approved, students must:

- Be selected and hired by an employer/mentor
- Meet weekly work-hour requirement with documentation records
- Maintain acceptable academic, attendance, and discipline record
- Maintain acceptable work-site performance
- Complete Work-Based Learning assignments
- Be committed to postsecondary education guidance
- Maintain communication with coordinator throughout participation


## Dual Enrollment and Articulated Credit

## Dual Enrollment

Information regarding Dual Enrollment/Dual Credit Programs can be found at the following link:
http://www.gadoe.org/Curriculum-Instruction-and-
Assessment/CTAE/Documents/CollegeCreditNow-DE.pdf

## Articulated Credit

High school students enrolled in secondary institutions with which a Technical College has articulation agreements are eligible for credit by examination resulting from joint review and course articulation.

High school students may seek credit for both statewide and locally articulated courses. Students who achieve minimum grades of 70 in the related courses at the high school level are eligible to attempt to earn Technical College credit by examinations. Those who make grades of C (70) or higher on the exemption examinations may receive college credit for the courses.

Students should talk with their counselors and CTAE teachers to learn what courses may be articulated and how to sign up for exemption exams during their junior or senior year

## MS Course Descriptions

English Language Arts

| Course <br> Number | Course Name | Grade Level | Course Description | Prerequisites | Who Signs for Course |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 23.01100 | Language Arts/Grade 6 | 6 | Sixth grade Language Arts standards include reading texts (informational and literary), writing (argumentative, informational/explanatory, and narrative), speaking and listening, and language. |  |  |
| 23.01200 | Language Arts/Grade 7 | 7 | Seventh grade Language Arts standards include reading texts (informational and literary), writing (argumentative, informational/explanatory, and narrative), speaking and listening, and language. |  |  |
| 23.01300 | Language Arts/Grade 8 | 8 | Eighth grade Language Arts standards include reading texts (informational and literary), writing (argumentative, informational/explanatory, and narrative), speaking and listening, and language. |  |  |

## Math

| Course <br> Number | Course Name | Grade <br> Level | Course Description | Prerequisites | Who Signs for <br> Course |
| :---: | :--- | :--- | :--- | :--- | :--- |
| 27.02100 | Mathematics/ <br> Grade 6 | 6 | In Grade 6 math, the focus is on four critical areas: (1) <br> connecting ratio and rate to whole number multiplication <br> and division and using concepts of ratio and rate to solve <br> problems; (2) understanding division of fractions and <br> extending number sense to the system of rational numbers, <br> which includes negative numbers; (3) writing, interpreting, <br> and using expressions and equations; and (4) developing <br> understanding of statistical thinking. |  |  |


| 27.02200 | Mathematics/ <br> Grade 7 | 7 | In Grade 7 math, the focus is on four critical areas: (1) <br> developing understanding of and applying proportional <br> relationships; (2) developing understanding of operations <br> with rational numbers and working with expressions and <br> linear equations; (3) solving problems involving scale <br> drawings and informal geometric constructions, and <br> working with two- and three-dimensional shapes to solve <br> problems involving area, surface area, and volume; and (4) <br> drawing inferences about populations based on samples. |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
| 27.02300 | Mathematics/ <br> Grade 8 | 8 | In Grade 8 math, the focus is on three critical areas: (1) <br> formulating and reasoning about expressions and equations, <br> including modeling an association in bivariate data with a <br> linear equation, and solving linear equations and systems of <br> linear equations; (2) grasping the concept of a function and <br> using functions to describe quantitative relationships; (3) <br> analyzing two- and three-dimensional space and figures <br> using distance, angle, similarity, and congruence, and <br> understanding and applying the Pythagorean Theorem. |  |  |
| 27.02100 | Mathematics <br> Accelerated 6/7A | 6 | In Accelerated 6/7A, the focus is on six critical areas: (1) <br> connecting ratio and rate to whole number multiplication <br> and division and using concepts of ratio and rate to solve <br> problems; (2) understanding division of fractions and <br> extending number sense to the system of rational numbers, <br> which includes negative numbers; (3) writing, interpreting, <br> and using expressions and equation; (4) developing <br> understanding of statistical thinking; (5) developing <br> understanding of and applying proportional relationships; <br> and (6) developing understanding of operations with <br> rational numbers and working with expressions and linear <br> equations. |  |  |


| 27.02200 | Mathematics <br> Accelerated 7B/8 | 7 | In Accelerated 7B/8, instructional time should focus on five <br> critical areas: (1) solving problems involving scale <br> drawings and informal geometric constructions, and <br> working with two- and three-dimensional shapes to solve <br> problems involving area, surface area, and volume; (2) <br> drawing inferences about populations based on samples; (3) <br> formulating and reasoning about expressions and equations, <br> including modeling an association in bivariate data with a <br> linear equation, and solving linear equations and systems of <br> linear equations; (4) grasping the concept of a function and <br> using functions to describe quantitative relationships; and <br> (5) analyzing two- and three-dimensional space and figures <br> using distance, angle, similarity, and congruence, and <br> understanding and applying the Pythagorean Theorem. |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
| 27.09400 | Accelerated <br> Coordinate Algebra/ <br> Analytic <br> Geometry A | 8 | This is the first in a sequence of mathematics courses <br> designed to prepare students to take AB or BC Advanced <br> Placement Calculus in high school. It includes building <br> basic functions, linear functions, exponential functions, <br> ways to display and discuss data, linear regression, <br> transformations in the coordinate plane, and coordinate <br> geometry, fundamentals of proof, similarity and <br> congruence, right triangle trigonometry; properties of <br> circles and volume. This course requires an EOC <br> ASSESSMENT. | Teacher <br> recommendation | Most recent <br> Math teacher |

## Science

| Course Number | Course Name | Grade Level | Course Description | Prerequisites | Who Signs for Course |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 40.06100 | Science Grade 6 | 6 | 6th grade science standards cover Earth Science. The course is designed to give all students an overview of common strands in earth science including, but not limited to, meteorology, geology, astronomy, oceanography, resources, and human impact on the earth. |  |  |
| 26.01100 | Science Grade 7 | 7 | 7 th grade science addresses life science. The students will study ecology, classification, cells, organization of life, heredity, and evidence of evolution. |  |  |
| 40.01100 | Physical Science (high school course) | 8 | Physical Science is designed as a survey course of chemistry and physics. This curriculum includes the more abstract concepts such as the conceptualization of the structure of atoms, motion and forces, and the conservation of energy and matter, the action/reaction principle, and wave behavior. Students investigate physical science concepts through experience in laboratories and field work using the processes of inquiry. This course requires an EOC ASSESSMENT. |  |  |

## Social Studies

| Course <br> Number | Course Name | Grade <br> Level | Course Description | Prerequisites <br> Who Signs for <br> Course |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
| 45.00700 | Social Studies/ <br> Grade 6 | 6 | Sixth grade is the first in a two World Area Studies course. <br> Sixth graders study Latin America, Canada, Europe, and <br> Australia. Each unit focuses on enduring understandings in <br> geography, government, economics, and history for each <br> country. |  |  |


| 45.00800 | Social Studies/ <br> Grade 7 | 7 | 7th grade social studies addresses the study of Africa, <br> Southwest Asia (Middle East), Southern and Eastern Asia. <br> Within each unit of study, students will learn enduring <br> understandings in the areas of geography, government, <br> economics, and history. These enduring understandings are <br> taught throughout the social studies curriculum at every <br> grade level. |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
| 45.00900 | Georgia Studies/ <br> Grade 8 | 8 | 8th grade social studies students study Georgia geography, <br> history, government, and economics. While the four strands <br> are interwoven, ample opportunity is also provided for in- <br> depth study of the geography of Georgia and the <br> government of Georgia. U.S. historical events are included, <br> as appropriate, to ensure students understand Georgia's role <br> in the history of the United States. |  |  |

Foreign Language

| Course <br> Number | Course Name | Grade <br> Level | Course Description | Prerequisites | Who Signs for <br> Course |
| :--- | :--- | :--- | :--- | :--- | :--- |
| 60.06700 | Spanish/Grade 6 | 6 | The Connections language course focuses on the <br> introduction of communicative competence in the target <br> language and understanding of the culture(s) of the people <br> who speak the language. It assumes that the students have <br> no prior knowledge of the language and culture. |  |  |
| 60.06800 | Spanish/Grade 7 | 7 | The Connections language course focuses on the <br> introduction of communicative competence in the target <br> language and understanding of the culture(s) of the people <br> who speak the language. |  |  |
| 60.06900 | Spanish/Grade 8 | 8 | The Connections language course focuses on the <br> introduction of communicative competence in the target <br> language and understanding of the culture(s) of the people <br> who speak the language. |  |  |

Health and Physical Education

| Course <br> Number | Course Name | Grade Level | Course Description | Prerequisites | Who Signs for Course |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 17.00700 | Health/ Grade 6 | 6 | 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. |  |  |
| 17.00800 | Health/ Grade 7 | 7 | 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. |  |  |
| 17.00900 | Health/ Grade 8 | 8 | 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. |  |  |
| 36.00700 | Physical Education/ Grade 6 | 6 | See standards here. |  |  |
| 36.00800 | Physical Education/ Grade 7 | 7 | See standards here. |  |  |
| 36.00900 | Physical Education/ Grade 8 | 8 | See standards here. |  |  |

Fine Arts

| Course <br> Number | Course Name | Grade <br> Level | Course Description | Prerequisites <br> Who Signs for <br> Course |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
| 52.01200 | Theatre Arts <br> (Grade 7) | 7 |  |  |  |
| 52.01300 | Theatre Arts <br> (Grade 8) | 8 |  |  |  |
| 53.00700 | Music, General/ <br> Grade 6 | 6 | The Georgia Performance Standards for middle school <br> general music correlate with the National Music Standards <br> designed for middle school general music instruction. The <br> standards engage middle school learners in performance, <br> creation, critical analysis and investigation, and music's <br> relationship to culture and history. Georgia Performance <br> Standards specify the academic knowledge and skills <br> contemporary learners should acquire through general <br> music instruction. Sequential and developmentally <br> appropriate learning in general music generates <br> understanding, mastery, and life-long appreciation for <br> music in middle school learners. This framework provides <br> students with experiences that connect to high quality, <br> comprehensive education, enhancing their achievement <br> throughout the curriculum. Additionally, students may <br> grow to participate, create, or perform in performing arts <br> activities. | Music, General/ <br> Grade 7 | 7 |


| 53.03300 | Beginning Band <br> (Grade 6) | 6 | The 6th Grade Band (Beginning Band) class offers <br> instruction on woodwind, brass, and percussion instruments <br> with a focus on the skills necessary for long-term student <br> success. Fundamentals stressed include proper posture and <br> playing position, development of characteristic tone quality <br> and training in music literacy. Assessments include <br> informal pass-offs, graded playing tests, public concert <br> performances, rhythmic dictation, creative writing as it <br> relates to the arts, and written or oral concert reflections. <br> Standards are aligned with the Georgia Performance <br> Standards for Middle School Music/Band. Required public <br> performances include the Fall, Winter, and Spring Band <br> Concerts. Supplemental performance opportunities include <br> the GMEA Solo \& Ensemble Performance Evaluation. No <br> audition is required for placement in 6th Grade Band and <br> no prior instrumental skills are required. All that is <br> necessary is the desire and motivation to study a musical <br> instrument. |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
| 53.03400 | Beginning Band <br> (Grade 7) | The 7th Grade Band is for students who already have an <br> understanding of basic music reading, instrument assembly <br> and maintenance, correct playing position and sound tone <br> production. Instruction offers continued focus on the <br> refinement of tone quality, technique, aural skills and music <br> literacy. Assessments include informal pass-offs, graded <br> playing tests, public concert performances, rhythmic <br> dictation, creative writing as it relates to the arts, and <br> written or oral concert reflections. Standards are aligned <br> with the Georgia Performance Standards for Middle School <br> Music/Band. Required public performances include the <br> Fall, Winter, and Spring Band Concerts as well as the <br> Georgia Music Educators Association sponsored Large <br> Group Performance Evaluation. Supplemental performance <br> opportunities include the GMEA Solo \& Ensemble <br> Performance Evaluation as well as Jazz Band. |  |  |  |


| 53.03500 | Beginning Band <br> (Grade 8) | 8 | The 8th Grade Band is for students who possess an <br> advanced understanding of music reading, instrument <br> assembly and maintenance, correct playing position and <br> sound tone production. Instruction offers continued focus <br> on the refinement of tone quality, technique, aural skills <br> and music literacy. Assessments include informal pass-offs, <br> graded playing tests, public concert performances, rhythmic <br> dictation, creative writing as it relates to the arts, and <br> written or oral concert reflections. Standards are aligned <br> with the Georgia Performance Standards for Middle School <br> Music/Band. Required public performances include the <br> Fall, Winter, and Spring Band Concerts as well as the <br> Georgia Music Educators Association sponsored Large <br> Group Performance Evaluation. Supplemental performance <br> opportunities include the GMEA Solo \& Ensemble <br> Performance Evaluation as well as Jazz Band. |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
| 53.03610 | Beginning Band I <br> (high school course) | 8 | Georgia Performance Standards for Band are arranged in <br> four categories: Skills and Techniques/ Performance, <br> Creation, Critical Analysis/Investigate, and Cultural and <br> Historical Context. The standards help organize the <br> curriculum into manageable and related units designed to <br> guide the student through valuable musical experiences. <br> Band standards are divided into four experience skill levels: <br> Beginning, Intermediate, Advanced and Mastery. Since the <br> time allotment for band class varies across the state, the <br> levels are based on student progress rather than on an <br> academic school year. |  |  |
| 54.01400 | 7 | Beginning Chorus <br> (Grade 7) | 7 |  |  |


| 54.02110 | Beginning Chorus I <br> (high school course) | 8 | Study of vocal/choral music includes the cultivation of a <br> beautiful singing tone, aesthetic understanding, the ability <br> to read music with fluency, the polishing of performance <br> skills, responsible rehearsal habits, and the value of <br> collaboration. <br> The ultimate goal of the choral experience is the <br> development of the individual both musically and <br> personally for the lifelong pursuit and enjoyment of music. |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- |

Career, Technical and Agriculture Education

| Course <br> Number | Course Name | Grade <br> Level | Course Description | Prerequisites <br> Course |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
| 02.01200 | Exploring <br> Agricultural <br> Education (Grade 6) | 6 | This course is designed to give students a general <br> understanding of the importance of the agricultural <br> industry. Upon completion of this course students will be <br> able to analyze different aspects of the agricultural industry <br> and how it affects their daily lives. Students will have a <br> working knowledge of American agricultural history, <br> Georgia agriculture, and the significance of the agricultural <br> education program. Students will be aware of the various <br> career opportunities in the agriculture industry. |  |  |
| 02.01300 | Exploring <br> Agricultural <br> Education (Grade 7) | 7 | This course is designed to introduce students to the vast <br> opportunities available in Agricultural Education. <br> Students will be given the opportunity to learn how <br> agriculture and agribusiness affects their daily lives. <br> Students will also have the opportunity to participate in <br> FFA activities. Upon completion of this course students <br> will be able to analyze different aspects of the agricultural <br> industry and how it affects their daily lives. Students will <br> have a working knowledge of Georgia <br> agriculture, the National FFA Organization, and the <br> significance of the agricultural education program. Students <br> will be aware of the various career opportunities in <br> agriscience, forestry and natural resources, and agricultural <br> mechanics. |  |  |


| 02.01400 | Exploring <br> Agricultural <br> Education (Grade 8) | In this course, middle school students will build a <br> knowledge base for the Horticulture/Plant Science <br> Pathway Program of study. The major concepts of plant <br> and horticulture science are introduced. <br> Classroom and laboratory activities are supplemented <br> through supervised agricultural experiences and leadership <br> programs. This pre-pathway will also provide a foundation <br> for students to explore career possibilities related to the <br> area of horticulture/plant science. <br> This course will also offer middle school students an <br> introduction for the Forestry/ Natural Resource <br> Pathway Program of study. The major concepts of forestry <br> and natural resources are introduced. <br> Classroom and laboratory activities are supplemented <br> through supervised agricultural experiences and leadership <br> programs and activities. This pre-pathway will also provide <br> a foundation for students to explore career possibilities |
| :--- | :--- | :--- | :--- |
| related to the area of forestry and natural resources. |  |  |
| Another goal of this course is to provide middle school |  |  |
| students with an introduction for the Agriscience |  |  |
| Pathway Program of study. The major concepts of |  |  |
| agriscience are introduced. Classroom and laboratory |  |  |
| activities are supplemented through supervised agricultural |  |  |
| experiences and leadership programs and activities. This |  |  |
| pre-pathway will also provide a foundation for students to |  |  |
| explore career possibilities related to the area of |  |  |
| agriscience. |  |  |


| 07.08300 | Business and <br> Computer Science <br> (Grade 6) | 6 | Using project-based instruction, students are introduced to <br> the principles of business in the 21 st century while <br> refreshing their keyboarding skills. This course should also <br> help students to use computers effectively in their lives, <br> thus providing a connection of computer science and <br> business careers. <br> The goal of this course is to provide all middle school <br> students with an introduction to the principles of computer <br> science, basic keyboarding skills, Internet safety and usage, <br> and computer applications. Students will explore how <br> personality traits and personal values align with career <br> choices and will develop a career plan. Personal, <br> professional, and ethical standards of behavior for the <br> workplace are examined and reinforced in the classroom. <br> Competencies for the co-curricular student organization <br> Future Business Leaders of America (FBLA) are integral <br> components. |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
| 07.08400 | Business and <br> Computer Science <br> (Grade 7) | 7 | In this course, middle school students build a knowledge <br> base of computer applications, information systems, <br> internet safety, 21st century skills, and business and <br> computer science careers of the 21st century. <br> Exposure to networking and programming are also <br> important threads in this course. <br> Competencies for the co-curricular student organization <br> Future Business Leaders of America (FBLA) are integral <br> components. |  |  |
| 07.08500 | Business and <br> Computer Science <br> (Grade 8) | 8 | In this course, middle school students continue to build a <br> knowledge base of computer applications, information <br> systems, internet safety, 21st century skills, and business <br> and computer science careers of the 21st century. <br> Additional exposure to networking and programming are <br> also important threads in this course. <br> Competencies for the co-curricular student organization <br> Future Business Leaders of America (FBLA) are integral <br> components. |  |  |


| 20.01100 | Family and <br> Consumer Science <br> (Grade 6) | 6 | In this course, middle school students will experience a <br> variety of activities that will promote self-awareness, <br> leadership, development of skills needed to achieve <br> personal goals relating to family, home, career, and <br> community. Development of leadership skills through <br> participation in the career and technical student <br> organization, FCCLA, will provide students the opportunity <br> to explore possible career pathways. |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
| 20.01200 | Family and <br> Consumer Science <br> (Grade 7) | 7 | In this course, middle school students will experience a <br> variety of activities that will promote self-awareness, <br> leadership, development of skills needed to achieve <br> personal goals relating to family, home, career, and <br> community. Development of leadership skills through <br> participation in the career and technical student <br> organization, FCCLA, will provide students the opportunity <br> to explore possible career pathways. |  |  |
| 20.01300 | Family and <br> Consumer Science <br> (Grade 8) | 8 | In this course, middle school students will experience a <br> variety of activities that will promote self-awareness, <br> leadership, development of skills needed to achieve <br> personal goals relating to family, home, career, and <br> community. Development of leadership skills through <br> participation in the career and technical student <br> organization, FCCLA, will provide students the opportunity <br> to explore possible career pathways. |  |  |
| 32.02100 | Career Awareness | 6 | In this course, middle school students will experience a <br> variety of activities that promote self-awareness, self- <br> management skills, leadership, teamwork, career <br> exploration, and educational planning related to students, <br> future educational and career plans. At the conclusion of <br> this course, students will be able to analyze personal <br> characteristics and apply these characteristics in the career <br> planning process. |  |  |


| 32.02200 | Career Discovery | 7 | In this course, middle school students will gain an <br> understanding of career program concentrations and career <br> pathways offerings in Georgia. Students will develop <br> insight in how educational performance enhances career <br> opportunities. Also, students will be exposed to work ethics <br> and societal issues as they relate to educational and career <br> goals. |  | In this course, middle school students will increase <br> awareness of resources available to support educational and <br> career planning. Students will develop a personalized <br> individual Peach State Pathways Education and Career <br> Plan, explore management skills, and investigate <br> employability skills. |
| :--- | :--- | :--- | :--- | :--- | :--- |
| 32.02300 | Career Management | 8 |  |  |  |

## Appendix:

## Assessments

## STATE-REQUIRED TESTS

## Georgia Milestones

The Georgia Milestones Assessment System is designed to provide information about how well students are mastering the state-adopted content standards in the core content areas of language arts, mathematics, science, and social studies. Importantly, Georgia Milestones is designed to provide students with critical information about their own achievement and their readiness for their next level of learning - be it the next grade, the next course, or endeavor (college or career). Informing parents, educators, and the public about how well students are learning important content is an essential aspect of any educational assessment and accountability system.

Students at the high school level will take an end-of-course assessment in the following eight courses:

- Language Arts
- Ninth Grade Literature and Composition
- American Literature and Composition
- Mathematics
- Coordinate Algebra
- Analytic Geometry
- Science
- Physical Science
- Biology
- Social Studies
- United States History
- Economics/Business/Free Enterprise

Middle school students who are enrolled in one or more of these courses will also take the end-of-course measure. The end-of-course measures are administered at the completion of the course, regardless of the grade level.

Additionally, students in grades 6 through 8 will take an end-of-grade assessment in the content areas of language arts, mathematics, science, social studies. These tests are administered towards the end of the school year, typically in April or early May.

## Georgia High School Writing Test (GHSWT)

The Georgia High School Writing Test (GHSWT) is initially given in the fall semester of the student's junior year, and retests are offered once each semester thereafter. The GHSWT must be passed by all students to graduate, regardless of high school entry date.

## End-of-Pathway Assessments (EOPA)

Georgia, like many other Career, Technical and Agricultural Education (CTAE) programs around the nation, has worked to establish a measurement mechanism to ascertain the level of technical skill attainment on behalf of its career pathway completers. Georgia's measurement process has been derived in direct response to the Perkins IV Legislation, which mandates states to implement a valid and reliable assessment model linked directly to industry validated standards.

In meeting this mandate, Oconee County Schools administers End-of-Pathway Assessments to students who complete a career pathway during the year. The purpose of the End-of-Pathway Assessments (EOPAs) is to measure the occupational and technical competencies of individual students and classes and to compare those competencies with state and national norms. This assessment does NOT determine a passing or failing grade for the course. However, it is one instrument of many that helps us to acquire meaningful assessment data and to improve the quality of career and technical education.

Students who meet minimal standards will receive a national Certificate of Completion endorsed by industry. The certificate can be a valuable credential when seeking employment or when qualifying your student for postsecondary credit at a college or university. The number of CTAE pathway completers who earn industry certification is used in determining post high school readiness in the College and Career Ready Performance Index, High School Model Grade 9-12.

## COLLEGE ENTRANCE TESTS

## Preliminary Scholastic Aptitude Test (PSAT)

## WHAT is it?

The PSAT/NMSQT prepares students to take the SAT (Scholastic Aptitude Test) and consists of verbal, mathematics, and writing skills assessments. In the junior year the PSAT serves as the qualifying test for both the National Merit Scholarship and the National Achievement Scholarship Programs.

## WHO should take it?

We recommend that all ninth, tenth, and eleventh grade students planning to attend college take this test. A PSAT score is part of the application process for the Governor's Honors Program and is used for awarding some scholarships. All advanced test-takers need to take the PSAT in the junior year.

## WHEN is it given?

In October.

## WHERE is it given?

At your school.

## HOW do students register?

Full details will be announced each fall. Currently, students see the counseling secretary during lunch, before, or after school to sign up. At present, there is no charge for ninth and tenth graders to take this test. All other students pay the PSAT fee. When students sign up with the counseling secretary to take the test, they receive a booklet containing test-taking tips and a practice test. Students who want more information can visit www.collegeboard.com.

## HOW are scores reported?

The scores are returned to the high school. The score-range is 20 to 80 , one score for each of the areas-verbal, mathematics, and writing skills. Counselors will give students their individual score reports and the actual test. The students use this information to prepare for the SAT.

## HOW is the PSAT used for the National Merit program?

A selection index score is derived from the PSAT scores and identifies the top one-half of one percent of students in each state. These students become National Merit Semi-Finalists and may go through the application process to compete to become finalists. Another high-scoring group of students are recognized as commended students, though they cannot compete for the National Merit scholarship. More information concerning the National Merit Scholarship program is available in the student booklet given at registration time or on-line at www.collegeboard.com .

## Scholastic Aptitude Test I (SAT I)

## WHAT is it?

The SAT I is a nationally-normed, post-secondary admissions test. All public schools in Georgia accept both the SAT and the ACT. No preference is given to either test. The current SAT has three score areas: critical reading, writing, and math. The critical reading sections contain items in sentence completion and critical reading. The math sections contain items in arithmetic, geometry, and algebra. Questions are presented in the context of application of mathematical knowledge in new situations. The writing section includes a 25 -minute essay and a multiplechoice writing section.

## WHO should take it?

Students should consult either the specific postsecondary catalog or website (most up-to-date) or use the College Handbook to determine if the institution requires a certain admissions test.

## WHEN is it given?

Specific dates for every year are published in the prior school year. Consult the registration booklet or the College Board website (www.collegeboard.com) for exact dates.

## HOW do students register?

Students may register online with a credit card (www.collegeboard.com) or pick up a registration booklet and a practice test in the counseling office. Students are responsible for noting the registration deadlines for each administration, mailing the registration in to the College Board, and paying the registration fee. Spaces to sites are granted on a first-come, first-serve basis.

## WHERE is the test given?

Consult the Student Bulletin for a list of sites. Students who wish to test in Oconee County are encouraged to register early since spaces are limited.

## HOW are the scores reported?

SAT I scores are reported directly by mail to students and sent to colleges as requested by students. See the Student Bulletin for details. At the time of registration, a student may identify up to four schools to receive SAT I scores without incurring an extra fee. After registering for the test, students can pay a fee to have scores sent to schools beyond the four selected. NOHS and OCHS also receive score copies and can send unofficial copies to colleges. Colleges usually require students to request that scores be sent to them by the College Board. Each section of the SAT is scored on a scale of 200-800, with two writing subscores for multiple choice and the essay.

## CAN students take the SAT I more than once?

Yes, students can take the SAT I as frequently as they desire. Each score report sent to colleges will include up to the last five tests taken. Colleges usually accept the highest critical reading, writing, and math scores, even if the scores are earned during separate testings. Scores for scholarships and admission to honors programs often must be earned in one sitting.

WHAT is the best preparation for the SAT I?
Read, read, read! Students wishing to score well on the SAT I are encouraged to take the most rigorous academic courses possible and to take as many extra academic classes as the student's schedule will allow. Extensive outside reading is encouraged.

## Scholastic Aptitude Subject Tests (SAT II)

WHAT are they?
SAT II Subject Tests are achievement tests that measure the student's knowledge in certain subject areas and the ability to apply that knowledge. These tests are shorter than the SAT I. A student can take up to three subject tests during the regular SAT I test administration. There are 18 different subject area tests; College Board provides a sampling of practice questions for each test in the SAT II practice booklet.

WHO should take them?
Students who intend to apply to a competitive or highly competitive college may need a SAT II subject test. Check college websites or catalog. The best time to take the SAT II subject test is immediately after a preparatory course is completed. For instance, a student who takes AP U.S. history would do well to take the SAT II in U.S. History in May or June of the year the student is enrolled in the AP class. Students who are considering applying for highly competitive colleges are encouraged to take SAT IIs in the event that the college will require one. Waiting to take an SAT II a year or two after a specific course is completed will be difficult. See your counselor for more information.

HOW do students register?
Use the same application procedures as the SAT I.
HOW are scores reported?
The scores are reported in the same manner as the SAT I.

## American College Test (ACT)

## WHAT is it?

The ACT is a nationally-normed college admissions test. All state colleges and universities in Georgia accept both the SAT and ACT without preference.

## WHO should take it?

Students are encouraged to check with the college's website for the most up-to-date information in deciding which test may be needed. Students may also consult the college catalog or the College Handbook for admission test requirements.

## WHEN is it given?

Test dates for any year are published in the spring prior to the new school year. Consult the ACT website at www.act.org.

## HOW do students register for it?

Students may pick up a registration envelope and a practice test in the counseling office. Students may also elect to register online and pay the fee with a credit card. Students are responsible for noting the registration deadlines for each administration, mailing the registration in to ACT , and paying the registration fee.

## WHERE is it given?

Area schools are listed in the registration booklet. Students who want to test locally are encouraged to register early.

## HOW are the scores reported?

Scores are reported directly by mail to students and sent to colleges as requested by students. The school also receives a copy of the scores and can send an unofficial copy to colleges. Colleges usually require students to request that scores be sent to them directly by ACT. Scores are reported in each of the four subject areas in addition to the composite score. Students may elect at the time they register to send scores to up to six schools without incurring extra fees. Requests for reports to more than six colleges must be submitted to ACT Records and paid for as Additional Score Reports. You must request and pay for specific ACT test score dates--ACT does not automatically send all of your ACT scores to a college. The ACT also has an optional writing test--students should check with their prospective institutions to see if it is required.

CAN students take the ACT more than once?
Yes, students can take the ACT as frequently as they wish.

## WHAT is the best preparation for the ACT?

Read, read, read! As with the SAT, students wishing to score well on the ACT should take the most rigorous academic classes possible and take as many academic electives as the student's schedule will allow.

## ASSET and Compass Tests

This test is given either as a placement test for two-year colleges or as admissions test for technical college certificate or diploma programs. Contact the school for information about taking this test. The ASSET is a $21 / 2$ hour test with sections in the following areas-writing skills, reading, numerical skills, and three sections in different levels of algebra. Students interested in attending Athens Area Technical College may be able to take the ASSET instead of the SAT or ACT.

For an overview of the ASSET, visit http://www.act.org/asset/tests/. For sample Compass test questions visit http://www.act.org/compass/sample/.

