

# Griffin-Spalding County Schools High School Advisement Guide 2023-2024 School Year



**Griffin-Spalding County High Schools**

**A.Z. Kelsey Academy**  
200 A. Z. Kelsey Avenue, Griffin GA 30223

**Mr. Keith L. Simmons, Superintendent**  
**Dr. Donald Warren, Deputy Superintendent**  
**Mrs. Lindy Pruitt, Executive Officer of Secondary Education**

**Phone: 770-229-4365 Fax: 770-229-6653**

Dr. Joshua Pittman, Principal

Email: [joshua.pittman@gscs.org](mailto:joshua.pittman@gscs.org)

Nyesha Bowens, Counselor

Email: [nyesha.bowens@gscs.org](mailto:nyesha.bowens@gscs.org)

**Griffin High School**

**1617 W. Poplar Street, Griffin, GA 30224**

**Phone: 770-229-3752 Fax: 770-467-4644**

Herbert Chambers

Email: [herbert.chambers@gscs.org](mailto:herbert.chambers@gscs.org)

Michelle Stewart, Counselor

Email: [michelle.stewart@gscs.org](mailto:michelle.stewart@gscs.org)

Dr. Nathan Shropshire, Counselor

Email: [nathaniel.shropshire@gscs.org](mailto:nathaniel.shropshire@gscs.org)

Jocosta Odom, Counselor

Email: [jocosta.odom@gscs.org](mailto:jocosta.odom@gscs.org)

Dedrey Elam, Graduation Coach

Email: [dedrey.elam@gscs.org](mailto:dedrey.elam@gscs.org)

Mary Caitlin Barksdale, Counselor

Email: [mary.barksdale@gscs.org](mailto:mary.barksdale@gscs.org)

**Griffin Region College and Career Academy**

**221 Spalding Drive, Griffin, GA 30223**

**Phone: 770-229-3700**

Chad Pruitt, Director

Email: [chad.pruitt@gscs.org](mailto:chad.pruitt@gscs.org)

Dana Hall, Counselor

Email: [dana.hall@gscs.org](mailto:dana.hall@gscs.org)

**Spalding High School**

**433 Wilson Road, Griffin, GA 30224**

**Phone: 770-229-3775 Fax: 770-227-6899**

Dexter Sands, Principal

Email: [dexter.sands@gscs.org](mailto:dexter.sands@gscs.org)

Dawn Burke, Counselor

Email: [dawn.burke@gscs.org](mailto:dawn.burke@gscs.org)

Minyatta Bell, Counselor

Email: [minyatta.bell@gscs.org](mailto:minyatta.bell@gscs.org)

Joseph Kelly, Counselor

Email: [joseph.kelly@gscs.org](mailto:joseph.kelly@gscs.org)

Yvette Khan, Counselor

Email: [yvette.khan@gscs.org](mailto:yvette.khan@gscs.org)

Chris Dunn, Graduation Coach

Email: [chris.dunn@gscs.org](mailto:chris.dunn@gscs.org)

**Table of Contents**

Purpose of This Guide.....6

Advisement Program.....6

Words You Need To Understand : The Language of High Schools.....7

Frequently Asked Questions.....13

Graduation Requirements.....15

Course Sequence Charts.....16

CTAE Career Pathway Offerings by Cluster.....20

Requirements for Promotion (Grade Placement).....23

How Grades and Credits Affect High School Standing.....23

Grading Scale.....24

Rank in Class, Weighted and Non-Weighted Numerical Averages.....24

Grade Point Average (GPA).....25

Valedictorian, Salutatorian.....26

Honor Graduates.....26

Transfer Students.....27

End of Course (EOC) Assessments.....28

Testing Out - Demonstrating Subject Area Competency.....30

EOC Retest Administrations.....32

Dual Enrollment & EOC .....34

Advanced Placement (AP) & International Baccalaureate (IB):  
Criteria to Exempt the EOC .....35

Procedure to Address a Student that Misses an End of Course (EOC) Assessment.....36

End of Pathway Assessments.....36

Credit Assistance Program: Credit Repair .....37

Credit Assistance Program: Credit Recovery .....37

School Attendance Policy.....37

Hope Scholarship/Grant Program.....38

Infinite Campus Parent Portal.....39

Advanced Placement.....43

Dual Enrollment: Student Eligibility.....44

Honor Classes.....46

Governor’s Honors Program.....46

Fine Arts Pathway & Fine Arts Diploma Seal.....46

Career Ready Diploma Seal .....47

Extracurricular Activities and Eligibility.....49

Advisory Notice: Curricular Innovations.....50

English to Speakers of Other Languages (ESOL).....50

Preparing to Take College Entrance Exams.....51

College Admissions.....53

A.Z. Kelsey Academy & Achievement Center.....58

Career, Technical & Agricultural Education (CTAE).....65

Work Based Learning (WBL) Program Information .....68

Fourth Science Options .....69

Griffin Region College & Career Academy Course Catalog & Schedule .....71

G.R.C.C.A. Student Application Checklist.....73

Gordon State Admissions Requirements.....73

Southern Crescent Technical College Admissions Requirements.....74

Academic & Elective Course List & Descriptions Advanced Placement Courses Listed in  
Content Areas.....74

    Language Arts.....74

    Mathematics.....83

    Science.....87

    Social Studies.....95

    World Languages .....103

    Physical Education.....109

    Band.....116

    Chorus.....123

    Music Technology.....138

    Music Appreciation.....139

    Theatre Arts.....141

    Visual Arts.....147

**PURPOSE OF THIS GUIDE**

The purpose of this course catalog is to help you and your parents develop an understanding of the high school program and course offerings at Griffin-Spalding County High Schools for the upcoming school year. It is the goal of our schools to offer a challenging academic program for every student. Society demands that young adults be well prepared academically if they are to function as successful citizens of the community. The decisions you make today will affect you for the rest of your life. You must select those courses which challenge and prepare you to live and work in an ever-changing and modern technological society.

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

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

**ADVISEMENT PROGRAM**

One of the primary goals of Griffin-Spalding County Schools is to prepare students to be college, career, and life ready. The Griffin-Spalding County Student Advisement Program is designed to assist students in acquiring the knowledge and skills needed to make decisions that enable them to take full advantage of the well-balanced curriculum offered in our secondary schools. Through the presentation of current information concerning career/pathway selection, graduation requirements, and course offerings during individual and group advisement sessions, the professional educator becomes the mentor to the student. The following procedures are utilized in Griffin-Spalding County Schools to facilitate this process and promote college and career readiness:

- During the 8th grade year, students and their parents/guardians and advisor/counselor will develop an Individual Graduation Plan (IGP) to be revised annually as prescribed by the Bridge Law.
- Advising students and parents on high school pathways and academic curriculum, preparing them for college applications, admissions, job readiness, soft skills (non-cognitive skills), and interview skills.
- Informing all students of Dual Enrollment and Advanced Placement courses to prepare students for the rigor of postsecondary education.
- Providing information to assist in the planning and preparation for post-secondary options
- Informing students about post-secondary financing that can be used to support post-secondary options and training.
- Annual advisement sessions are encouraged with students and parent(s)/guardian(s) to provide academic, career, social/emotional guidance, review progress in meeting graduation requirements and to assist in selecting high school courses for the following year. Sessions may be conducted individually or in groups as deemed appropriate by local school personnel.

**WORDS YOU NEED TO UNDERSTAND: THE LANGUAGE OF HIGH SCHOOLS**

**Accreditation:** The recognition by an outside agency that a school maintains certain standards which enables students to qualify for admission to other accredited institutions. The school system is accredited by AdvancED, the umbrella organization over the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI).

**ACT:** A college-admissions test covering English, Reading, Science Reasoning, and Mathematics. See website: <https://www.act.org/>

**ACCUPLACER:** ACCUPLACER supports students ready to start earning credits toward their degree as well as those who need to develop their skills before taking college-level courses. ACCUPLACER scores let students know where they stand academically, which makes it easier for them to plan a successful path toward a college degree.. See website: <https://accuplacer.collegeboard.org/about/get-to-know-accuplacer>

**Agenda Book:** An organizational tool for students that includes the school handbook, calendar of school events, assignment book, and reference information.

**AP (Advanced Placement):** Rigorous, college-level coursework taken in high school. Students who score a 3 or better (1–5 scale) on an optional AP exam at the end of the school year may earn college credit

**BRIDGE Law:** The BRIDGE (*Building Resourceful Individuals to Develop Georgia's Economy*) Act, House Bill 400, was signed into law May 2010 to create an atmosphere motivating middle- and high-school students to learn because they see the relevance of education to their dreams and future plans. The implementation of the BRIDGE Act provides middle- and high-school students with career counseling and regularly-scheduled advisement to choose a focused plan of study. See brochure from GA Dept of Education at: <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/BRIDGE-separate-card.pdf>

**Career Pathway:** A concentration of three to four designated technical and/or academic courses that offer a seamless path to postsecondary work in college or technical school in a designated field. 9th graders, with help from their family and school advisors, will select a Career Pathway to explore during high school, with the possibility of real-life experience in the field before graduation.

**Class Rank:** A student's standing based on his or her cumulative grade percent average as compared with that of other members of the class. In a class of 100, the student with the highest grade percent average would be ranked Number 1 and the lowest Number 100.

**College Board:** The organization that provides college entrance and other testing, including SAT, TOEFL, PSAT/NMSQT, and AP exams. See website: <https://collegereadiness.collegeboard.org/>

**Core Courses:** Refers to both required and elective courses in Language Arts, Mathematics, Science, and Social Studies. (For the purpose of college admissions & world languages credits also are included in the Core Course category.)

**Credits/Units:** The terms credits and units (or Carnegie Units) are used interchangeably to identify how much each course passed counts toward meeting the 23 credits/units required for graduation from high school.

**CSS/Financial Aid PROFILE:** A financial aid form required by many private colleges in addition to the FAFSA.

**Dual Enrollment:** A dual credit program that allows high school students (grades 9-12) to pursue full-or-part time study through approved colleges and universities, and receive both high school and college credit for the successful completion of approved academic courses on the state's dual enrollment list.

The program pays for college tuition, books, and mandatory fees. Credit hours paid by the Dual Enrollment program does not count towards the limit of hours paid for by The HOPE Scholarship or HOPE Grant programs.

**Early Action (EA):** Students who apply to college by an early fall date (and meet higher entrance expectations) may receive a non-binding acceptance letter from the college prior to winter break.

**Early Decision:** An agreement between the college and applicant that indicates a student will attend college if he or she is accepted early in the fall. Early decision programs usually are binding. Early Decision is not an obligation to be taken lightly since schools honor one another's binding decisions. Only students whose decision would not be contingent on receiving a certain level of financial aid should consider this option.

**End of Course (EOC) assessments:** Tests that measure learning of the statewide curriculum in designated courses to ensure that high academic standards are being met in all Georgia high schools, as required by the Board of Education.

**Elective Courses:** Classes that may be selected by the student and are included in the 23 credits required for high school graduation. Electives in the core academic areas and Modern and Classical Languages are academic in nature and are included in the HOPE scholarship GPA.

**Eligibility:** Mandatory guidelines for student participation in sports and extracurricular activities. Check with your local school athletic director for details.

**English Learners (ELs):** Students whose first language is not English and who are not yet proficient in English. These students are served in the EL program and take ESOL courses.

**English to Speakers of Other Languages Courses (ESOL):**

Courses providing an opportunity for students whose primary or home language is not English to acquire proficiency

**Fee Waiver:** The Fee Waiver Form is submitted instead of money to cover college testing and admission fees. This form is available to students who receive free or reduced lunch based on their current lunch application.

**Financial Aid:** Money, which may be derived from a variety of sources (grants, loans, scholarships, work study), that helps pay college costs. The “package” of funds is determined by family financial need and the availability of funds.

**Four-Year Plan:** An outline of the courses a student plans to take while in high school. The plan will take into consideration the student’s academic history, career goals, interests, and plans for additional education beyond high school.

**Free Application for Federal Student Aid (FAFSA):** A form required by most colleges for students applying for financial aid, including federal loans and other aid. Requests financial information from the current year tax return for the student and student’s parents/guardians. This form also may be used for HOPE application eligibility.

**Georgia Alternative Assessment (GAA):** A standardized portfolio assessment designed to assess the achievement of students with significant cognitive disabilities based on alternate achievement standards. The expectation of performance differs in complexity from a grade-level achievement standard.

**Gifted Courses:** Rigorous coursework for students who qualify for Gifted Education services. Gifted sections are designated in selected subjects by local schools.

**Georgia Standards of Excellence:** State performance standards that help to define the knowledge and skills students should have during their K–12 education careers so that they will graduate from high school fully prepared for college and careers. Adopted at the state level, Georgia Standards of Excellence (GSE) are in place for Mathematics (K–12), Language Arts (K–12), and literacy standards in Science, Social Studies, and Career and Technical Education (6–12) for the 2016–17 school year.

**Gifted Education:** A program of education designed for students who demonstrate a high degree of intellectual and creative ability, who exhibit an exceptionally high degree of motivation, and/or who excel in specific academic fields. Gifted Education classes are available to students who meet specific eligibility criteria established by the state Board of Education.

**Governor's Honors Program:** A summer residential program that offers an enriching and challenging educational opportunity for exceptional high school students. This highly selective program requires a teacher's nomination and an extensive interview process for eligible sophomores and juniors.

**Honors Courses:** Coursework designed at an advanced level for students who excel in that content area. Honors sections are designated in selected subjects by local schools.

**Honors Graduate:** A distinction earned by seniors whose cumulative grade percent average is 89.5% or above at a designated point prior to graduation.

**HOPE Scholarship Program:** (Helping Outstanding Pupils Educationally) An educational funding program through the Georgia Lottery. You may visit [www.gafutures.org](http://www.gafutures.org) to learn more. Three different funding options are available through HOPE.

**HOPE Grant:** As of 2016, the HOPE Grant pays a portion of tuition for qualified students who are enrolled in eligible diploma or certificate programs at selected technical colleges in Georgia. Students enrolled in designated programs of study who are eligible for, and receiving, HOPE Grant funding also may be eligible for funding from the Strategic Industries Workforce Development Grant. Note: High school students may participate in the Move on When Ready (MOWR) program to earn college credit at a technical college while still in high school. Credit hours paid by the MOWR program do not count toward the limit of hours paid for by the HOPE Scholarship or HOPE Grant programs.

**HOPE Scholarship:** As of 2016, the HOPE Scholarship pays a portion of tuition for qualifying students (HOPE GPA of 3.0+ in required and elective core academic classes) who are enrolled in degree-granting programs at eligible public colleges and universities in the state of Georgia. The amount of the award is adjusted annually, based on lottery revenue. Eligible students enrolled in a Georgia private college or university may qualify for a private HOPE award plus a Georgia Tuition Equalization Grant.

**The Zell Miller Scholarship:** Students who meet more rigorous GPA, coursework, and testing standards qualify for full tuition at Georgia's public institutions and the full private HOPE award at private Georgia colleges and universities.

**Hospital/Homebound (Teleclass):** A program offered to students who cannot attend a regular setting due to illness or accident. To participate in the program, students must expect to be absent from school for at least 10 consecutive school days. Please visit [www.gafutures.org](http://www.gafutures.org) for more information.

**Individual Graduation Plan (IGP):** A component of the BRIDGE Act is the requirement that all 8th grade students during their spring semester create an Individual Graduation Plan (IGP). This graduation plan helps “map out” the rigorous academic core subjects and focused work in mathematics, science, or social studies, fine arts & world languages or sequenced career pathway coursework. The IGP is based on the student’s selected academic and career area to prepare them for their chosen career. This plan must be developed in consultation with parents/guardians, students, school counselor or teacher as advisor.

**Junior Reserve Officer Training Corps (JROTC):** A four year progressive program of leadership training and development, open to all students in grades 9–12. Students who complete three years of JROTC fulfill the Health and Physical Education requirement for graduation.

**NCAA Clearinghouse (Eligibility Center):** Reviews high school transcripts and SAT/ACT test scores of students offered NCAA Division I and II scholarships to make sure all NCAA requirements are met.

**Postsecondary:** Referring to college or technical college coursework.

**Prerequisites:** Courses, test scores, recommendations, and/ or grade level that must be completed or acquired before taking the next sequential course, grade, etc.

**Private College or University:** A school that is not supported by state taxes. Also referred to as an independent college.

**PSAT/NMSQT (Preliminary SAT/National Merit Scholar Qualifying Test):** A shortened version of the SAT offered in October for high school students in grades 10 and 11. To be considered for the National Merit Scholarship program, students must take the PSAT during their junior year. The PSAT 8/9, administered to 8th and 9th graders, establishes a baseline measurement of college and career readiness and connects students to AP courses. It tests the same skills and knowledge as the SAT and PSAT/NMSQT in a way that makes sense for that grade level.

**Public College or University:** A college or university that is supported by state funding and must follow state guidelines.

**Required Courses:** Specific courses that must be successfully completed prior to high school graduation. These courses must be retaken if not passed the first time.

**SAT:** A college-admissions exam measuring critical reading, math, and proficiency in writing. See website: <https://collegereadiness.collegeboard.org/>

**Semester:** An 18-week instructional period during which students earn 1.0 credits (semester block schedule) for each course passed. The school year is comprised of two semesters.

**Student & Parent Graduation Progress Monitoring Tool (Form):** This tool (form) is posted on the school's website. The purpose is to allow both students and parents to monitor the progress towards graduation.

**Summer School:** A shorter, more intensive session offering students the opportunity to repeat courses required for high school graduation, either face-to-face at a school or online educational platforms.

**Test-Out Option:** An option to earn high school credit for designated courses associated with an End of Course assessment by demonstrating subject mastery before taking the course. Students must meet all requirements to qualify.

**Transcript:** The complete record of all high school courses taken and grades earned. A student's transcript contains his or her cumulative record along with scores on state- and county-required tests.

## FREQUENTLY ASKED QUESTIONS

**I want to make sure I'm ready for college. How do I decide which classes to take?** The best advice... Challenge yourself to take the toughest classes in which you can be successful. You'll be better prepared for success in college and many colleges consider the difficulty of an applicant's high school curriculum in making admission decisions.

**But, how do I decide which courses will be most challenging for me?** In the course descriptions, you'll find the list of required courses— for instance, certain courses in Mathematics, Science, Language Arts, and Social Studies. Each course has several options or levels, with some offering an accelerated format or a more in-depth approach for students who excel in that area of study. For some courses, especially upper-level ones, you may be able to take Advanced Placement (AP) classes. Students who take these college-level courses and do well on optional AP exams may earn college credit or skip required entry-level classes in college. Talk to your family, your teachers, your advisor, and your counselor about which option best suits your academic strengths and prepares you for the courses you'll take in college or career training.

**How can I make sure I'll do well in my classes?** Get organized early and stay that way. Don't wait to get help if you think you need it or are falling behind. Your teachers, your counselor, your advisor, and your family will all be behind you and encourage you to do your best work from the first day, but a lot of your success in high school depends on you!

**What are some things I can do at home?** Be organized, and keep up with homework assignments and projects. Study class lecture notes to review what was taught in class, even when you do not have assigned homework in a subject. Begin studying for a test several days ahead so you have time to review the material and retain it.

**If I am not doing well in a course, what should I do?** The first step is to speak with your classroom teacher and set up a time before or after school (or during school, depending on your schedule) for extra help from your teacher. You also may sign up for student tutoring sessions. If you need additional suggestions, speak with your advisor or schedule an appointment with your school counselor.

**If I am failing a class, can I drop it mid-semester?** No. Dropping a class mid-semester is not an option.

**How do I make up a course if I fail?** Courses can be made up through Edgenuity courses after the school day, or during summer school. See your school counselor or advisor for more information.

**If a student fails a course and retakes the course, is the first failed grade canceled out?** No. Once a student earns a semester grade, it will never be removed from the academic record (transcript). Required courses must be retaken if failed. Both semester grades will be a part of the academic record and the high school grade percent average (GPA), and also will be considered for HOPE Scholarship eligibility.

**Do high schools award grades for "effort"?** No. High school students do not earn effort grades. Semester grades reflect your academic achievement in the class.

**When are final exams and how much do these grades count in my semester grades?** Students will be given opportunities to improve their average by submitting missing assignments, retaking tests, etc. Students will be required to take first and second semester final exams for all courses. For some courses, the state requires an End of Course (EOC) assessment - which counts for a percentage of the overall course grade as determined by the Georgia Department of Education. Specific test dates are designated for each test.

**What tests do I have to pass before I graduate?**

Georgia Milestones End-of-Course (EOC) –assessments administered at the completion of core high school courses specified by the State Board of Education, in accordance with O.C.G.A. §

20-2-281(f), to measure student achievement in the four content areas of English/Language Arts, Mathematics, Science, and Social Studies.

**Are PE and Health required courses? Do I have to take them in 9th grade?** Yes, Personal Fitness (PE) and Health are required for graduation. You do not have to take these courses in 9th grade, although that schedule is best for most students. In addition, students earning three credits of Junior Reserve Officer Training Corps (JROTC) fulfill the PE/Health requirement for graduation. You must take Personal Fitness and Health before you can take other Health and PE courses.

**When will I get the drug and alcohol certificate I need for my driver's license?** During Health class, you will participate in a one-week seminar on drugs and alcohol, called the Alcohol and Drug Awareness Program (ADAP). You will receive a certificate to show you completed the course. Keep the certificate, as you will need it when you apply for your driver's license. You also must contact the registrar at your school to request a certificate of school enrollment to apply for a learner's permit. You will need the ADAP certificate and certificate of enrollment to apply for a driver's license. If a student is not present for the ADAP course, the health teacher can provide an opportunity to learn the content online and receive the certificate. For complete information on driver's license requirements, go to the Department of Driver Services website ([www.dds.ga.gov/ADAP](http://www.dds.ga.gov/ADAP)).

**How many years of world language should I take?** A minimum of two years of coursework in the same modern or classical language is required for admission colleges in The University System of Georgia. Many students enjoy language courses and continue to take them for three years. Specific out-of-state colleges require up to four years of modern or classical language study. Beginning study of another language in the 9th grade allows you to take additional years of study if you want or need these classes.

**What are my choices for electives?** You may take elective courses in academics, Fine Arts, Career and Technical Education, world languages & PE/fitness. Students will consider possible careers and select electives accordingly.

**I'm interested in Career and Technical Education classes. What do I need to know?**

Careful planning is required if you want to include a concentration of technical classes in your schedule. If you are interested in taking courses at the Griffin Regional College and Career Academy, make an appointment with your school counselor to determine when you can best fit these courses into your high school schedule.

**How important is it to be involved in extracurricular activities, such as clubs, sports, and volunteer projects?** School leaders recommend that all students participate in one or more extracurricular activities while in high school. Students who are involved in activities feel more

connected to the school. Also, colleges and scholarship committees frequently request information on extracurricular participation and demonstrated leadership while in high school.

## GRADUATION REQUIREMENTS

There are 2 different routes to meet high school graduation requirements - traditional and non-traditional (formerly Senate Bill 2).

Traditional graduation requirements are specific to the year a student first enters the ninth grade. Completion of these requirements does not necessarily qualify students for the HOPE Scholarship Program or for college admission. Please be certain to reference the correct set of requirements prior to planning course requests for the coming year. Students and parents, along with school personnel, have the responsibility for keeping a record of students' progress toward graduation. School counselors will assist in keeping students and parents informed of students' progress toward graduation.

Students who entered *ninth grade for the first time during the 2008-2009 school year or later* (i.e., first-time freshmen) must have 23 units to graduate. For this group of students only, there is one common set of graduation requirements for all students.

- **English Language Arts** – 4 core units, including one unit of Ninth Grade Literature and Composition and one unit of American Literature and Composition
- **Mathematics** – 4 core units, including Algebra I, Geometry, Algebra II or their equivalents. Remaining units must come from GSE/AP/IB/Dual Enrollment courses
- **Science** – 4 core units, including one unit of Biology, one unit of Physical Science or Physics, and one unit of Chemistry, Earth Systems, Environmental Science, or AP course, and one additional science unit
- **Social Studies** – 3 core units, including one unit of World History, one unit of United States History, one-half unit of Economics, and one-half unit of American Government/Civics. *\*\*Griffin Spalding County Schools operate on a block schedule; therefore, students will receive a full unit of Civics and a full unit of Economics*
- **Health and Physical Education** – 1 unit, including one-half unit of Health and one-half unit of Personal Fitness *(3 units of JROTC may be used to meet this requirement)*
- **Programs of Study in Career Tech and/or world languages & or Fine Arts** – 3 units *(students planning to enter the University System of Georgia or most other post-secondary institutions must take 2 units of the same world languages)*
- **Additional Electives** – 4 units from any area

**Dual Enrollment High School Graduation Option B** (formally known as SB2) offers qualified students an alternate path to high school graduation. Students choose to simultaneously earn a high school diploma and a college Associate Degree, or a Technical Diploma, or two (2) Technical Certificates of Credit in a specific career pathway. Qualified students may take some of the high school required classes under the Dual Enrollment Program.

### Complete 9 required high school courses:

2 English/Language Arts, 2 Math, 2 Science, 2 Social Studies, 1 Health/PE and

all required Milestone/EOC Exams associated with those courses.

[Option B Dual Enrollment Brochure](#) [GRCCA Option B Opportunities](#)

Our high schools operate on a 4x4 Block Schedule format; therefore, students can earn up to 32 unit credits.

Students are required to take the Georgia Milestones End-of-Course assessments in core classes as prescribed by the Georgia Department of Education. These EOC Assessments count as a percentage of a student’s grade for the course. Students are also tested on the PSAT in tenth grade.

**MATHEMATICS COURSE SEQUENCE CHART**

**Mathematics: Four units of core credit in mathematics shall be required of all students, including Mathematics I or GPS Algebra, or its equivalent and Mathematics II or GPS Geometry, or its equivalent and Mathematics III or GPS Advanced Algebra or its equivalent. Additional core courses needed to complete four credits in mathematics must be chosen from the list of GPS/ CCGPS /AP/IB/dual enrollment designated courses.**

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<p><b>Algebra: Concepts and Connections</b></p> <p><b>Algebra: Concepts and Connections + Co-Requisite Support for Algebra: Concepts and Connections (Year-Long)</b></p>	<p><b>Geometry: Concepts and Connections</b></p>	<p><b>Advanced Algebra: Concepts and Connections</b></p>	<p><b>College Readiness: Capstone Course</b></p> <p><b>Statistical Reasoning</b></p> <p><b>PreCalculus</b> <b>AP Calculus AB *R</b></p> <p><b>AP Statistics *R</b></p> <p><b>Dual Enrollment (College Alg, Pre-Cal) *R</b></p>
<p><b>Algebra: Concepts and Connections</b></p>	<p><b>Geometry: Concepts and Connections</b></p>	<p><b>Enhanced Advanced Algebra and PreCalculus: Concepts and Connections</b></p>	<p><b>AP Calculus AB *R</b></p> <p><b>AP Statistics *R</b></p> <p><b>*AP Precalculus *R</b></p>

			Dual Enrollment (College Alg, Pre-Cal) *R
<b>Geometry: Concepts and Connections</b>	<b>Advanced Algebra: Concepts and Connections</b>	<b>Precalculus: Concepts and Connections</b>	<b>AP Calculus AB *R</b> <b>AP Statistics *R</b> <b>*AP Precalculus *R</b> <b>Dual Enrollment (College Alg, Pre-Cal) *R</b>
<b>Geometry: Concepts and Connections</b>	<b>Enhanced Advanced Algebra and PreCalculus: Concepts and Connections</b>	<b>AP Calculus AB *R</b> <b>AP Calculus BC *R</b> <b>AP Statistics *R</b> <b>*AP Precalculus *R</b>  <b>Dual Enrollment (College Alg..Prerequisite AlgII)*R</b>	<b>College-Level advanced calculus or statistics *R</b>  <b>Dual Enrollment</b>  <b>GA Tech Distance Math(prerequisite is AP Calculus BC) *R</b>

**LANGUAGE ARTS COURSE SEQUENCE CHART**

**ELA: 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 shall be required. All courses that may satisfy the remaining units of credit are identified with a "c."**

<b>9<sup>th</sup> Grade</b>	<b>10<sup>th</sup> Grade</b>	<b>11<sup>th</sup> Grade</b>	<b>12<sup>th</sup> Grade</b>
-----------------------------	------------------------------	------------------------------	------------------------------

<p><b>Ninth Grade Literature and Composition</b></p>	<p><b>Tenth Grade Literature and Composition</b></p>	<p><b>American Literature and Composition</b></p> <p><b>American Literature and Composition + Co-Required American Literature</b></p>	<p><b>British Literature and Composition</b></p> <p><b>Advanced Composition</b></p> <p><b>Dual Enrollment British Lit or Amer. Lit) *R</b></p>
<p><b>Honors Ninth Grade Literature and Composition</b></p>	<p><b>Honors Tenth Grade Literature and Composition</b></p>	<p><b>Honors American Literature and Composition</b></p> <p><b>AP English Literature and Composition *R</b></p> <p><b>Dual Enrollment (British Lit) *R</b></p>	<p><b>Honors British Literature and Composition</b></p> <p><b>Honors Advanced Composition</b></p> <p><b>AP English Literature and Composition R*</b></p> <p><b>Dual Enrollment British Lit or Amer. Lit) *R</b></p>

**SOCIAL STUDIES COURSE SEQUENCE CHART**

**Social Sciences: Three units of credit shall be required in social studies. One unit of credit shall be required in United States History. One unit of credit shall be required in World History. One-half unit of American Government/Civics shall be required. One-half unit of Economics shall be required.**

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<p><b>American Government/Civics</b></p>	<p><b>World History</b></p>	<p><b>U.S. History</b></p> <p><b>Elective Options: Psychology/ Sociology</b></p>	<p><b>Personal Finance and Economics</b></p> <p><b>Electives: Psychology/ Sociology</b></p>

<p><b>American Government &amp; Civics &amp; Intro. to Government &amp; Public Administration Integrated Course</b>  <i>(*Embedded credit for American Government and Civics as a part of the Public Management and Administration Pathway)</i></p>	<p><b>World History</b></p>	<p><b>U.S. History</b></p>	<p><b>Personal Finance Economics &amp; Government Public Administration: Local and State Issues</b>  <i>(*Embedded credit for Personal Finance and Economics as a part of the Public Management and Administration Pathway)</i></p>
<p><b>Honors American Government/Civics</b></p> <p><u>AP Options</u>  <b>AP Human Geography</b>  <i>(*Elective Credit)</i></p>	<p><b>Honors World History</b></p> <p><u>AP Options</u>  <b>AP World History: Modern *R</b></p> <p><b>AP Psychology</b>  <i>(*Elective Credit)</i></p>	<p><b>Honors U.S. History *R</b></p> <p><u>AP Options</u>  <b>AP US History *R</b></p> <p><b>AP Psychology</b>  <i>(*Elective Credit)</i></p> <p><b>Dual Enrollment (Amer. Gov't, Economics, US Hist) *R</b></p>	<p><b>Honors Personal Finance and Economics</b></p> <p><b>Dual Enrollment Options</b></p> <p><u>AP Options</u>  <b>AP Macroeconomics *R</b>  <b>AP Microeconomics *R</b></p> <p><b>AP US Government and Politics</b> <i>(*Not a replacement credit for Economics &amp; Personal Finance) *R</i></p> <p><b>AP Psychology</b> <i>(*Elective Credit)</i></p>

**SCIENCE COURSE SEQUENCE CHART**

**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. Any AP/IB science courses may be substituted for the appropriate courses listed below.

**Proposed Sequence**

9th Grade	10th Grade	11th Grade	12th Grade
Environmental Science	Biology (EOC)*	Physical Science* Earth Systems	Chemistry *R Honors Chemistry *R

			Physics *R Environmental Science Earth Systems Forensic Science *R Approved Fourth Science Option Dual Enrollment *R
Physical Science *	Biology (EOC)*	Chemistry *R Environmental Science Earth Systems	Chemistry *R Honors Chemistry *R Environmental Science Earth Systems Forensic Science *R Approved Fourth Science Option Dual Enrollment *R
Honors Biology(EOC)*	Honors Chemistry R* Physical Science Physics R* AP Options Dual Enrollment R*	AP Options- Biology, Chemistry, Physics, Env. Sci *R Honors Chemistry R* Physics*R Honors Physics R* Forensic Science *R Dual Enrollment Biology *R	AP Biology R* AP Physics R* AP Chemistry R* AP Environmental Science R* Approved Fourth Science Option Dual Enrollment R*

NOTE: All students are required to successfully complete four science units:

- \*Biology
- \*Physical Science or Physics
- Chemistry or Environmental Science or Earth Systems or an AP Option (*consider course prerequisites*)
- Approved Fourth Science Option (*consider course prerequisites*) or MOWR Approved Course

There is no state mandated science course sequence, however course prerequisites and/or course descriptions should always be taken into consideration

**Non-Traditional Option B Graduation Requirements (Formerly Titled Senate Bill 2)**

Students earn two secondary credits in state required ninth and tenth grade level high school courses or their equivalent: two English courses (one must be American Literature), two mathematics courses (one must be Algebra), two science courses (one must be Biology), and

two social studies courses; and any state required tests associated with any said course; and earn one secondary credit in health and physical education.

Upon completion of those requirements, students complete one of the following post secondary options and they will be deemed to have met all high school graduation requirements and shall not be subject to any courses or assessments otherwise required for purposes of graduation.

Complete

- 1) ANY Associate Degree OR
- 2) Complete any Technical College Diploma OR
- 3) Complete 2 prescribed Technical Certificates of Credit .

Check the [GRCCA website](#) for further details and information.

*Listed below are the CTAE pathways. More detailed information can be found in the CTAE and Griffin Regional College & Career Academy Sections:*

**CTAE CLUSTER INFORMATION / HIGH SCHOOL PATHWAYS**

Cluster	Pathway	Schools With That Pathway
Agriculture, Food & Natural Resources	<u>Horticulture &amp; Animal Systems</u> 1st - Basic Agricultural Science 2nd - General Horticulture & Plant Science 3rd - Animal Science & Biotechnology	GRCCA
Architecture & Construction	<u>Carpentry</u> 1st - Industry Fundamentals and Occupational Safety 2nd - Introduction to Construction 3rd - Carpentry I  <u>Electrical</u> 1st - Industry Fundamentals and Occupational Safety 2nd - Introduction to Construction 3rd - Electrical I	GHS & SHS  GHS
Arts, A/V Technology, and Communications	<u>Audio-Video Technology and Film I</u> 1st - Audio and Video Technology and Film 2nd - Audio-Video Technology and Film II 3rd - Audio-Video Technology and Film III	GHS

<p><b>Business, Management &amp; Administration</b></p>	<p><u><b>Business and Technology</b></u>                      1st - Introduction to Business and Technology                      2nd - Business and Technology                      3rd - Business Communications</p> <p>Entrepreneurship</p>	<p>GHS, SHS, AZK</p> <p>AZK</p>
<p><b>Education</b></p>	<p><u><b>Early Childhood Care and Education I</b></u>                      1st - Early Childhood Education I                      2nd - Early Childhood Education II                      3rd - Early Childhood Education III or ECE Practicum</p> <p><u><b>Teaching as a Profession</b></u>                      1st - Examining the Teaching Profession                      2nd - Contemporary Issues in Education                      3rd - Teaching as a Profession Practicum</p>	<p>SHS</p> <p>GRCCA</p>
<p><b>Government &amp; Public</b></p>	<p><u><b>JROTC Army</b></u>                      1st - LET IA &amp; IB                      2nd - LET 2A &amp; 2B                      3rd - LET 3A &amp; 3B                      4th - LET 4A &amp; 4B</p> <p><u><b>Public Management &amp; Administration</b></u>                      1st - Intro to Government &amp; Public Administration                      Students also earn credit for Social Studies Course: American Govt./Civics as standards for this course are embedded.</p> <p>2nd - Government Public Administration                      State &amp; Federal Issues                      Students also earn credit for Social Studies Course: Intro to US Intelligence &amp; National Security Studies as standards for this course are embedded.</p>	<p>GHS, SHS</p> <p>GHS</p>
<p><b>Health Science</b></p>	<p><u><b>Therapeutic Services/Allied Health and Medicine</b></u>                      1st - Introduction to Healthcare                      2nd - Essentials of Healthcare                      3rd - Allied Health &amp; Medicine</p> <p><u><b>Therapeutic Services/Exercise Physiology</b></u></p>	<p>GHS, SHS</p>

	<p>1st - Introduction to Healthcare                  2nd - Essentials of Healthcare                  3rd - Sports Medicine</p>	GHS, SHS
Hospitality & Tourism	<p><u>Culinary</u>                  1st - Introduction to Culinary Art                  2nd - Culinary I                  3rd - Culinary II</p>	GHS, SHS
Information Technology	<p><u>Web &amp; Digital Design</u>                  1st - Introduction to Software Technology                  2nd - Digital Design                  3rd - Web Design</p> <p><u>Programming</u>                  1st - Introduction to Software Technology                  2nd - Computer Science Principles                  3rd - Programming, Games &amp; Society</p>	GHS, AZK  SHS
Law, Public Safety, Corrections & Security	<p><u>Law Enforcement Services/Criminal Investigations</u>                  1st - Intro to Law, Public Safety, Corrections &amp; Security                  2nd - Criminal Justice Essentials                  3rd - Criminal Investigations</p>	GHS
Science, Technology, Engineering & Mathematics	<p><u>Engineering &amp; Technology</u>                  1st - Foundations of Engineering &amp; Technology                  2nd - Engineering Concepts                  3rd - Engineering Applications</p>	GHS, SHS
Transportation, Distribution & Logistics	<p><u>Aviation Maintenance</u>                  1st - Fundamentals of Aerospace                  2nd - Aviation Maintenance I                  3rd - Aviation Maintenance II                  4th - Aviation Maintenance III</p> <p><u>Distribution &amp; Logistics</u>                  1st - Logistics Fundamentals                  2nd - Logistics Operations                  3rd - Materials Management</p> <p><u>Flight Operations/UAS</u>                  1st - Fundamentals of Aerospace</p>	GRCCA  GRCCA  GRCCA

	2nd - Flight Operations I 3rd - Flight Operations II 4th - Unmanned Aircraft Systems	
--	--	--

**REQUIREMENTS FOR PROMOTION (GRADE PLACEMENT) Regulation IHE-R(1)**

Beginning with students enrolling in 9th grade in 2014 - 2015 and subsequent years, students must earn 85% of the possible units of credit to be promoted to the next grade.

Examples:

Block Schedule:

9th grade - promotion from 8th grade

10th grade - 7 credits (8 possible)

11th grade - 14 credits (16 possible)

12th grade - 20 credits (24 possible)

Graduation Requirements - 23 credits (32 possible)

**HOW GRADES AND CREDITS AFFECT HIGH SCHOOL STANDING**

On the block schedule, one unit of credit is earned for each course passed each semester. A student can potentially earn 8 credits each semester on the block schedule. The required number of credits must be earned for promotion to the next grade and for graduation. (*See Requirements for Promotion section above*). Students who do not earn enough credits for promotion OR who fail a required course MUST retake courses either in summer school, credit recovery or in a subsequent semester.

A passing grade is 70 or higher.

**GRADING SCALE:**

A: 90 -100

B: 80 - 89

C: 70 - 79

F: 0 - 69

**RANK IN CLASS, WEIGHTED AND NON-WEIGHTED NUMERICAL AVERAGES**

Rank in class is determined by the cumulative weighted numeric grade average (CWNGA) of all grades in accumulated courses. All required and elective courses are utilized in computation of the cumulative weighted and non-weighted numerical averages and the high school weighted and non-weighted grade point averages (GPA). Five points are added to the numerical grade for each Honors course completed in Griffin-Spalding Schools, and ten points for each Advanced Placement course completed in Griffin-Spalding Schools. Also, ten points are added to the final grade of each Dual Enrollment course taken from an accredited Dual Enrollment college/university, but the bonus points shall not increase the high school score more than one letter grade higher than the letter grade awarded by the college. If students wish to provide their high school with their numerical grades for dual enrollment courses, they have thirty days after the end of each semester to provide official documentation from the college/university which documents the students' final average. If no numeric grade is provided, then dual enrollment grades will be posted to the high school transcript in the following manner:

<b>College Letter Grade</b>	<b>Unweighted High School Score</b>	<b>Weighted High School Score</b>
A+	100	110
A	95	105
A-	92	102
B+	89	99
B	85	95
B-	82	92
C+	79	89
C	75	85
C-	73	83
D+ / D / D-	70	79

**GRADE POINT AVERAGE (GPA)**

The official grade point average is a cumulative weighted grade point average (CWGPA). The CWGPA may be calculated in the following way. Multiply the weighted GPA point value (see GPA quality points table below) for the course by the credits attempted for the course. The result is the grade points earned. Sum the grade points earned for all courses and then divide by the sum of credits attempted. The result is the weighted GPA.

GPA quality points are awarded as shown below:

Letter Grade	Unweighted Courses	Honors Courses	AP/Dual Enrollment Courses
A	4	4.5	5
B	3	3.5	4
C	2	2.5	3
D*	N/A	N/A	2*
F	0	0	0

\*A letter grade of D applies only to dual enrollment scores

NGA quality points are awarded as shown below:

Numeric Grade	Unweighted Courses	Honors Courses	AP/Dual Enrollment Courses
Passing Scores	0 points added	5 points added	10 points added (max increase of one letter grade)
Failing Scores	0 points added	0 points added	0 points added

**VALEDICTORIAN, SALUTATORIAN**

**Valedictorian/Salutatorian and Honor Recognition**

**Definitions and Requirements**

The student with the highest class ranking as determined by the highest numerical grade average shall be recognized as Valedictorian. The student with the second highest class ranking as determined by the second highest numerical grade average shall be recognized as Salutatorian.

Transfer credit used for calculation of highest grade point average for determination of class ranking for Valedictorian and/or Salutatorian shall be accepted only from high schools accredited by the Southern Association of Colleges and Schools AdvancED (or an agency recognized as a regional accrediting agency by SACS AdvancED). All grades will be calculated based on the Griffin-Spalding County School System's grading scale.

[Val/Sal BOE Policy IHC](#)

**HONOR GRADUATES**

Honor Graduates are those students who complete their senior year with a cumulative weighted numeric grade average of 89.5 or higher.

**TRANSFER STUDENTS**

Students who transfer from another state or from another educational setting are required to meet the criteria for promotion and graduation outlined in this guide and the Georgia high school graduation requirements, including required courses of study. Students who have questions about transfer credits should contact their school counselor for more information.

All grades, issued by an approved accredited school district or upon validation of credits, will be recorded numerically exactly as they are received from the issuing school. The only exception to this will be if a student enters with a numeric grade below 70 that is considered passing by the previous school. In this circumstance, a letter grade will be assigned. Alpha or letter grades assigned by another school will be converted to a numerical average as noted on the following chart:

Transfer Grade Conversion	
Alpha/Letter Grade	Unweighted Numerical Equivalent

<b>A+</b>	<b>100</b>
<b>A</b>	<b>95</b>
<b>A-</b>	<b>92</b>
<b>B+</b>	<b>89</b>
<b>B</b>	<b>85</b>
<b>B-</b>	<b>82</b>
<b>C+</b>	<b>79</b>
<b>C</b>	<b>75</b>
<b>C-</b>	<b>73</b>
<b>D+</b>	<b>72</b>
<b>D</b>	<b>71</b>
<b>D-</b>	<b>70</b>
<b>F</b>	<b>65</b>

### **END-OF-COURSE (EOC) MEASURES - MIDDLE / HIGH SCHOOL**

Students enrolled in any of the 4 core courses identified by the State Board of Education are required to participate in the Georgia Milestones EOC measure at the end of each course. The core courses include: American Literature and Composition, Algebra I, Biology, and United States History. The EOC measures align with Georgia's state-adopted content standards and include an assessment of the specific content knowledge and skills inherent in each course. The EOCs provide information to help identify student strengths and areas of improvement in learning and provide data to evaluate the effectiveness of classroom instruction at the school and system levels. As such, the measures contribute to the state's accountability system – the CCRPI.

Results of the EOC, according to the legislated and identified purposes, must:

- provide a valid measure of student achievement of the state content standards across the full achievement continuum;
- serve as the final exam for the course, contributing a percentage weight to the student's final course grade;
- provide a clear signal of the student's preparedness for the next course and ultimately postsecondary endeavors (college and career);
- allow for the detection of the progress made by each student from one assessed course to the next;
- support and inform educator effectiveness measures; and
- inform state and federal accountability measures at the school, district, and state levels.

Additional uses of the EOC include: (1) certifying student proficiency prior to the awarding of credit for students enrolling from non-accredited private schools, home study programs, or other non-traditional educational centers; and (2) allowing eligible students to demonstrate competency prior to taking the course and earn course credit (e.g., 'test-out'). In both cases, students are allotted one administration. Districts must designate the purpose of each EOC administered through Pre-ID transmission to GaDOE Data Collections, multiple student (direct) upload to the testing platform, manual entry in the online testing platform, or by hand-coding a paper-pencil answer document. Please refer to the list below for definitions of each of the designated purposes:

**Completion of Course:** Student is completing a current course enrollment associated with an EOC

- **Makeup from previous administration:** Student is completing ("making-up") their EOC requirement that stems from a previous EOC administration window
- **Retest:** Student is retesting due to a Grade Conversion Score below 70 received during a previous administration
- **Test-Out:** Student is attempting to demonstrate subject area competency for an EOC course, that they have not yet taken (as described elsewhere in this Handbook and in keeping with State Board Rule 160-5-1-.15)
- **Validation of Credit:** Students enrolling from a non-accredited home study program, private school, or non-traditional educational entity must have credits validated before they are posted to the transcript.

## STUDENT ADMINISTRATION GUIDELINES

Any student, regardless of grade-level, enrolled in an EOC course (see above) must take the appropriate Georgia Milestones EOC measure. This includes the following groups.

- Students who complete a course at the end of one semester (or some block scheduling models) will be tested at the completion of the course.
- Students following a traditionally scheduled (36-week) course will be tested at the end of the second semester of the course.

- Middle school students who are enrolled in an EOC course will be tested – regardless of whether or not they are awarded high school credit for the course.
- If enrolled in an English language arts or social studies EOC course, these students will be required to take the appropriate grade level (based upon their FTE reported grade) Georgia Milestones EOG.
- Middle School Students enrolled in High School Algebra shall take both the Algebra EOC Assessment and the 8th grade EOG Mathematics Assessment.
- Middle School Students enrolled in High School Physical Science shall take the Physical Science EOC in lieu of the Science EOG.
  - Students enrolled in credit recovery or “make-up” courses that will award credit for an EOC associated course that the student previously failed.
  - Students enrolled in alternative schools and GNETS locations.
  - Students enrolled in Advanced Placement (AP) and/or International Baccalaureate (IB) courses through their local school, and students who are engaged in dual enrollment through a postsecondary institution, must take the EOC.
- Students who have previously earned their “core” (state-required) unit in the associated EOC course and who have previously completed the EOC requirement at that time do not have to take the EOC again if enrolled in a subsequent course that is associated with the same EOC.
- For example, a student who took United States History (45.08100), earned their required unit of credit, and took the U.S. History EOC, is not required to test again if enrolled in AP U.S. History (45.08200).
  - Students enrolled in a Georgia public school while also enrolled in a private school, home study program, or non-traditional educational center for which they receive graduation credit for one of the required courses associated with a Georgia Milestones EOC measure. These students must take the Georgia Milestones EOC regardless of the private school, home study program, or nontraditional educational center’s accreditation status. It is the responsibility of the local school system to determine whether criteria are met for awarding credit.
  - Students enrolling from non-accredited programs, non-accredited schools, or non-traditional educational entities. These students must earn a grade conversion score of 70 on the Georgia Milestones EOC to receive credit from the public school for a course associated with a Georgia Milestones EOC measure.

Given the diversity of high school programs of study across the state, there may be situations that do not fit into the above scenarios. If there are specific situations that require further discussion, the System Test Coordinator should contact the Assessment Division.

Georgia Department of Education (2017). *Student Assessment Handbook*. Pages 54-57.

**TESTING OUT - DEMONSTRATING SUBJECT AREA COMPETENCY**

As provided for in State Board of Education Rule 160-5-1-.15 (AWARDING UNITS OF CREDIT AND ACCEPTANCE OF TRANSFER CREDIT AND/OR GRADES) adopted by the Board in April 2013, the opportunity exists for students to demonstrate subject area competency (“test-out”) for any course for which there is an associated EOC and earn credit for the course through that process. Students who reach the **Distinguished Learner** achievement level will have reached the required threshold for the awarding of course credit.

Under the provisions of the Rule and guidelines, local boards of education shall award course credit to students who reach a designated performance level on an EOC taken prior to taking the course. For example, a student may attempt the Biology EOC prior to taking the course. If the student reaches the *Distinguished Learner* achievement level, the local board of education shall award the student the Biology course credit. A student may test-out of any course that has an associated EOC. As stated in this Rule, students may earn no more than three units of credit by demonstrating subject area competency in this fashion.

Students must meet the following eligibility requirements to exercise this option:

1. Not currently or previously enrolled in the course;
2. Have earned a grade of B or better in the most recent course that is the same content area of the course for which the student is attempting the EOC;
3. Received a teacher recommendation from the teacher of the most recent course in the same content area (or, if not available, a teacher in the same content area with knowledge of the student’s academic achievement) for which the student is attempting the EOC; and
4. Received parent/guardian permission if the student is less than 18 years of age.

Schools should carefully consider which students would benefit from such an opportunity and advise accordingly. As part of the advisement process, schools should consider the likelihood for success in future courses that may require knowledge and skills that are inherent within the course. In addition, the student’s post-secondary plans and needs must be considered. The test-out option should not be exercised for students without deliberation and clear evidence of the likelihood of student success both on the test itself and in future coursework/endeavors. Students who do not meet the eligibility criteria above must not be assessed for this purpose.

When allowing students to attempt to earn course credit through testing out, local boards of education shall:

1. Allow eligible students **only one opportunity per course** to demonstrate subject area competency.
2. Systems must utilize only the GaDOE designated administration windows for this purpose and all administrations must be conducted online.
3. **Local systems will be required to identify individual students who are testing for this purpose when the student is registered in the online platform.** This is critical to ensure the proper designation of the test for scoring and reporting purposes. Failure to do so may result in additional fees being invoiced to the district to correct data file/report errors.
4. Require students who do not reach the designated achievement level of *Distinguished Learner* when attempting to test-out to enroll in and complete the associated course when applicable. The student would again take the EOC at the conclusion of that course experience regardless of their score during their attempt to test-out. As outlined in long-standing guidance for the previous EOCT program (Guidance letters issued: 6/9/2004, 6/23/2004 and 12/6/2006), **EOC scores may not be banked.**
5. As stipulated in the Guidelines previously issued for this Board rule, districts/schools shall not allow students who are currently enrolled, or who have previously been enrolled in a higher level course to attempt to earn credit by testing out. For example, a student taking AP Physics may not earn credit for Physical Science through this process.
6. **The administration of all EOCs for this purpose must adhere to the system's local EOC testing calendar. This stipulation is critical to ensure test security.** For example, students taking the 9<sup>th</sup> Grade Literature & Composition EOC for the purposes of testing out must be administered the test on the same day or consecutive days that the system is administering the 9<sup>th</sup> Grade Literature & Composition EOC to all other students.
7. Districts should develop a local policy to address instances where a student has opted to test out and has achieved the *Distinguished Learner* achievement level, but then decides that they prefer to take the course instead. Should districts permit students to do this, they must notify the GaDOE Assessment Division and incur the costs for the student's test-out administration.

Systems and schools will incur no charge for students who meet the eligibility criteria and achieve the *Distinguished Learner* achievement level. Systems and schools will incur a charge for students who fail to achieve this designated achievement level. The established fee is \$50.00 per test.

As stipulated in the previously issued Guidelines related to this rule, local boards of education

may develop policies related to the collection of these costs from parents or students, provided that such policies require school or school district personnel to inform the parent or student of potential costs prior to the EOC administration.

The opportunity for students to test-out may be offered by local school systems during specified EOC Mid-Month windows and during the annual Summer Main Administration. This option is not available during the Winter or Spring Main Administrations. Systems and schools must plan accordingly. All test administrations for this purpose must be conducted online. **It is critical, and required that schools code the “Purpose” field as “Test-Out” for all such test administrations that occur.** Systems may request paper/pencil materials, such as Braille, for a student with a disability that prevents the student from accessing the assessment in an online format. A request for such forms must be made a minimum of **four weeks** prior to the planned test administration. Please note that the online test format includes allowable settings to deliver a large font version.

Georgia Department of Education (2020-2021). *Student Assessment Handbook*. Pages 62-63.

## EOC RETEST ADMINISTRATIONS

### Eligibility for retests

Students who received a **Grade Conversion Score below 70 are eligible to participate in EOC retest administrations.** Consideration should be given to whether a retest would be in a student’s best interest. **Students are not required to participate in retest administrations.** Students who “passed” (Grade Conversion Score of 70 or above) the EOC are not eligible to retest, regardless of whether they passed the course or not. **The decision about the use of EOC retest results in amending an original course grade is a local one.** Eligible students may participate in a retest administration only once for the semester/year in which the student was enrolled in the associated course. For example, a student who did not **obtain a Grade Conversion score of 70 or above** on the Biology EOC in Winter 2020 is eligible to participate in any of the Spring mid-month windows that follow the Winter Main administration within the 2020-2021 school year. The student is limited to one retest opportunity. **Systems/Schools should document their processes and attempts to notify students of their retest opportunity.**

## ADMINISTRATION OF RETEST

**All EOC retest administrations must be administered online** and should occur only after a period of targeted remediation. Systems may request paper/pencil materials for a student with a disability that prevents the student from accessing the assessment in an online format. Braille and Large Print will be available for students who require these formats. Please note that the online platform has the ability to deliver a large print version through scalable. Retest administrations will be offered multiple times during the year as part of the Mid-Month administrations and the Summer Main Administration. Systems may retest at any time during these windows, but must adhere to the standard scheduling guidelines discussed earlier in the

EOC portion of this Handbook. Students may NOT retest during the same administration as their original test administration. For instance, a student who scores below a 70 during the October Mid-Month may NOT retest during the November Mid-Month. **It is critical, and required, that schools code the “Purpose” field as “Retest” for all such test administrations that occur.** While the presence of multiple windows to administer retests is designed to allow systems to customize their local remediation opportunities, they are not intended to allow for an excessive period of time between the conclusion of the course, the original EOC administration, and the retest.

The administration of retests should adhere to the parameters noted in the table below:

	Fall Mid-Month (MM)				Winter Main	Spring Mid-Month (MM)			Spring Main	Retest During Summer Main
	Retest in August	Retest in September	Retest in October	Retest in November		Retest in January	Retest in February	Retest in March		
Original EOC Administration	Spring MM				No Retests Allowed	Fall MM	Fall MM		No Retests Allowed	Spring MM
	Spring Main	Spring Main				Winter Main	Winter Main	Winter Main		Spring Main
	Summer Main	Summer Main	Summer Main							

Retests may NOT be conducted during the spring and winter Main Administration windows. All students who are eligible to retest should do so after having completed a targeted period of remediation designed by their local system/school. However, a student should not be denied the opportunity to retest as a result of non-participation in remediation. For eligible students who did not retest, there should be sufficient documentation to indicate the student was notified of opportunities to retest and did not participate. When administering retests, individual subject areas should (as with “regular” administrations) continue to be administered on the same or consecutive days within a system. Document all attempts to test students and notify parents.

Georgia Department of Education (2020). *Student Assessment Handbook*. Pages 66-67.

### DUAL ENROLLMENT & EOC

With the exception of the following courses, American Literature and Composition and United State History a student shall be exempt from taking the end-of-course assessment for a core subject course if he or she earns a post-secondary credit in that course through Dual Enrollment pursuant to O.C.G.A. §§ 20-2-149.2 or 20-2-161.3.

Postsecondary grades earned, in this situation, shall be used in the state accountability system. All students enrolled in Algebra I, Coordinate Algebra, and Biology must take the EOC regardless of the course grade awarded by the postsecondary institution. Below summarizes the courses and that are, and those that are not eligible for this exemption:

Required of All Students	Allowed Exemption
Algebra I	American Literature & Composition
Biology	US History

Students who fail to earn post-secondary credit are not eligible for the exemption and must take the EOC at the time they re-enroll in the course at their high school.

High schools are responsible for determining that post-secondary courses meet the criteria for dual enrollment and that the course content will provide the opportunity for students to learn the concepts, information, and skills assessed by the associated EOC.

When the EOC is required of dually enrolled students, scores will be counted as follows:

- The college instructor must issue a numeric grade for the student. A letter grade may also be issued, but the high school must receive a numeric score for the course.
- The college issued grade will be used on the college transcript.
- For high school credit, the course grade will be determined using the State Board approved calculation as defined in State Board Rule 160-4-2-.13.

Dual Enrollment is defined by State Board Rule 160-4-2-.34 and governed by associated guidelines provided by the GaDOE Curriculum and Instruction Division. Information regarding Georgia’s *Move On When Ready* initiatives and the EOCs can be found at:

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Transition-Career>

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Transition-Career-Partnerships.aspx>

**ADVANCED PLACEMENT (AP) & INTERNATIONAL BACCALAUREATE (IB): CRITERIA TO EXEMPT THE EOC**

The State Board of Education enacted a policy eliminating Georgia Milestones End of Course (EOC) tests for students in many AP courses, provided those students receive a passing grade in the course. This change in the State Board Rule only applies to the following four AP courses in Griffin Spalding County Schools:

AP Course	Related EOC
-----------	-------------

AP MicroEconomics	Economics
AP MacroEconomics	Economics
AP US History	US History
AP English Language	American Literature

### Business Rules:

In mid-November and mid-April of the Fall and Spring semesters, any student failing the identified AP courses with a 69 or below will take the EOC. Students who are passing the course at this time will take a final exam created by the school.

70 - 100 - Take a teacher created final exam in lieu of the EOC

Below 70 - Take the EOC

60 - 69 - Students are eligible for Credit Repair (*see link below*)

(<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=4079&revid=RGnoJ2Av2PLCgBS02j7hzA==>);

**Note:** Any student whose grade falls in the range from 60 - 69 during his/her time of being enrolled in the course is eligible for Credit Repair regardless of being identified in mid-November or mid-April

**Note:** If a student does not earn credit, the student will need to retake the course if needed to meet the graduation requirements.

### PROCEDURE TO ADDRESS A STUDENT THAT MISSES AN END OF COURSE (EOC) ASSESSMENT

A student's final grade in an EOC course will be determined using a combination of the student's grade in the course, (as stated by the course teacher) and the EOC score. The final grade in the course will be calculated using the teacher grade as 99.9% and the EOC score as 0.01% of the final grade. Students must earn a 70 or higher as the **final course** grade to pass the course and earn course credit.

If a student is not present for an EOC administration (main or mid-month), the system will issue a zero for the EOC score and allow the student to test during a future testing window. This zero will remain as the student's EOC grade until their testing requirement is fulfilled. If, after three additional attempts have been made to have the student test in a future window, the student does not take the EOC, the course grade shall reflect that the student did not participate in the test. Schools will provide sufficient documentation to indicate that the student was notified of additional testing opportunities and did not participate.

### **END OF PATHWAY ASSESSMENTS**

Students who successfully complete three (3) required courses in a given CTAE pathway will be provided the opportunity to take an End of Pathway Assessment. These assessments, selected by the Georgia Department of Education, are designed to directly link to industry validated credentials and may result in national industry certifications. Each test measures industry specific technical skills required for entry level employment in a career related to the pathway.

### **CREDIT ASSISTANCE PROGRAM**

The goal of the credit assistance program is to provide high school students with opportunities to recover credit to satisfy county and state academic requirements. These opportunities will allow students to demonstrate mastery and earn credit that will apply toward graduation requirements.

#### **Credit Repair**

Students earning a grade between 60% - 69% shall be allowed the opportunity to complete a remediation prescription as assigned by the original teacher of record. Upon completion of a minimum of 25 hours of content remediation in the areas of deficiency and successful performance on the summative assessment, a student will receive a passing grade of 70% for the original course. The original grade on the transcript will be changed to a 70 posted to the transcript at no later than the end of the semester in which the credit repair is completed.

#### **Credit Recovery**

Credit deficient students who did not pass a course (and who do not qualify for credit repair) will complete the computer-based course. In non-EOC courses, the grade reported in Edgenuity will be the grade posted on the student's transcript at no later than the end of the semester in which the course is completed. In EOC courses, the final grade reported will comprise the final grade

in Edgenuity (80%) and the EOC score (20%). The grade will be posted on the student's transcript no later than the end of the semester in which the course is completed. The failing grade from the original class will remain on the transcript. Priority for credit recovery will be given to graduating seniors, then juniors, then sophomores and then freshmen on a first come, first serve basis.

Students participating in Credit Recovery will be required to complete a minimum number of hours per course (see IHF- Exhibit) with the exception being when students score at least a 70 on a unit pre-test and may exempt that portion of the course. The hours for the exempted unit(s) would then be subtracted from the required minimum hours for completion.

The GSCS BOE policy for Credit Repair and Recovery can be found at:

<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=4079&revid=RGnoJ2Av2PLCgBSo2j7hzA==>

### **SCHOOL ATTENDANCE POLICY**

Under the laws of Georgia, school attendance is compulsory for all children from age six (6) to age sixteen (16).

#### *Secondary School Attendance Policy*

Middle and high school students shall have no more than seven (7) absences per semester. Middle and high school students who are absent more than seven (7) days per semester will receive credit if the student adheres to the make up work provisions described in Policy JBD. In the event a reasonable suspicion exists that prolonged absences are not due to illness, medical documentation may be requested before it can be determined whether or not to excuse the absence. Submission of appropriate documentation may be requested for absences due to extenuating circumstances or any absence listed under excused absences (Policy JBD) prior to validating that the absence is an excused absence.

### **HOPE SCHOLARSHIP/GRANT PROGRAM**

The Georgia Student Finance Commission (GSFC), a state agency, calculates HOPE averages based on transcript information provided by Griffin Spalding County Schools. Georgia's HOPE Scholarship is available to Georgia residents who have demonstrated academic achievement. The HOPE Scholarship is a merit based scholarship that provides assistance towards the cost of tuition at eligible public and private Georgia postsecondary institutions. A student must graduate from an eligible high school with a minimum 3.0 HOPE GPA (as calculated by GSFC) and meet specific rigor course requirements, ([Listing of Courses Possessing Academic Rigor to Meet the HOPE Rigor Requirement \(August 2019\) Type of Course Normalized DOE # Co](#)). Students must maintain a 3.0 GPA to keep the HOPE Scholarship while in college. ***The GPA utilized for HOPE/Zell Miller can only be located on***

***GAfutures and not the individual transcripts processed at the student's zoned school.***

The **Zell Miller Scholarship** program is for students who have demonstrated academic achievement and are seeking a college degree. To become eligible, a student must graduate from an eligible high school with a 3.70 GPA (as calculated by GSFC) combined with a minimum score of 1200 on the math and reading portions of the SAT test or a minimum composite score of 26 on the ACT test in a single national test administration and meet all HOPE Scholarship eligibility requirements. Also, a student may become eligible for the Zell Miller Scholarship by being the designated valedictorian or salutatorian and meet all HOPE Scholarship eligibility requirements. Students must also meet the rigor requirements to become eligible for the Zell Miller Scholarship which includes earning four full units of rigorous courses. A full list of rigorous courses can be found at [Listing of Courses Possessing Academic Rigor to Meet the HOPE Rigor Requirement \(August 2019\) Type of Course Normalized DOE # Co.](#)

A set of frequently asked questions and answers on the HOPE and Zell Miller Scholarships can be found at: [HOPE and Zell Miller Scholarship Programs.](#)

***Please review the following sites for HOPE information and a list of rigorous courses:*** <https://www.gafutures.org> and [Listing of Courses Possessing Academic Rigor to Meet the HOPE Rigor Requirement \(August 2019\) Type of Course Normalized DOE # Co.](#)

**This section reflects HOPE scholarship information from gafutures.org. During a student's high school career, students and parents must make sure to stay informed about any changes to this statewide program. Additional information is available from your counseling office and through: Georgia Student Finance Commission 2082 East Exchange Place, Tucker, Georgia 30084, (770) 724-9003 or 1-800-505-4732 Web address: <https://www.gafutures.org> or [gsfc.georgia.gov](https://gsfc.georgia.gov).**

GAfutures provides current and accurate educational information to schools and agencies throughout Georgia in order to help young people and adults make informed post-secondary choices. Features include individual portfolio building, test preparation, general career information, college planning, financial aid and scholarship information, military options, and personal skill and interest assessments. Each student establishes a GAfutures account in high school or upon enrollment and should maintain the same account through graduation. If a student needs a reminder about their username and/or password, they should contact their school counselor.

## **INFINITE CAMPUS PARENT PORTAL**

Parents of students in grades K–12 have access to class schedules, attendance records and grades through the Parent Portal which is an easy-to-use, secure communications tool. Additionally, the Parent Portal enables parents to verify and ***update as needed (vitaly***

*important that your child's school personnel have current contact information - especially in case of emergencies*) household information, including their email address, home address and telephone numbers.

The GSCS Infinite Campus Parent Portal can be found at the website address:

<https://campus.spalding.k12.ga.us/campus/portal/spalding.jsp>

### **New Parent Portal User**

New Parent Users can request a Parent Portal Activation Key using the online Parent Portal Key Request or the parent can visit the school and present a valid photo ID. The Parent Portal Activation Key cannot be provided over the phone.

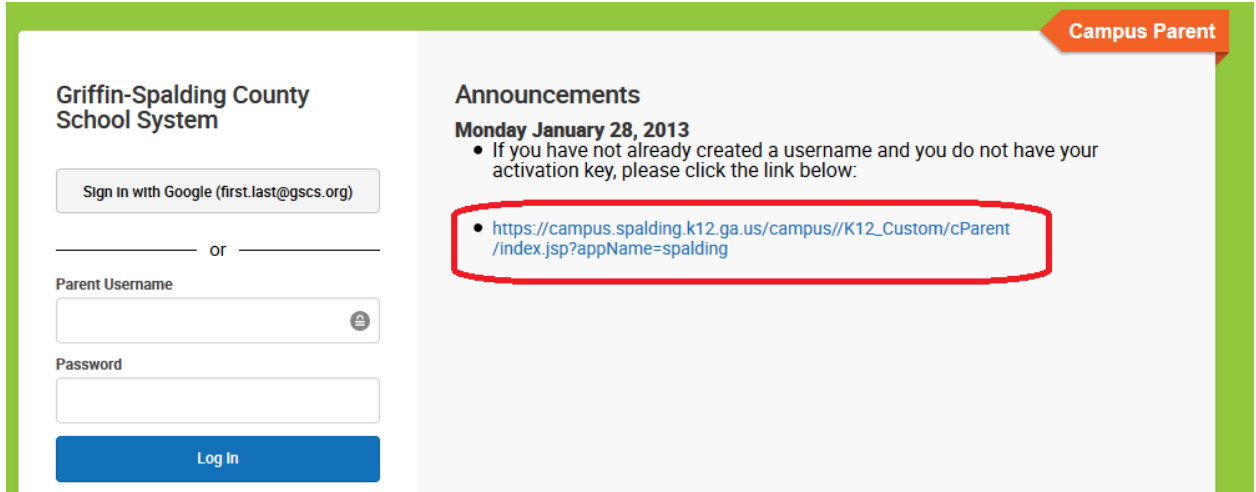
- The **Student Number** can be found on your student's report card or transcript.
- The portal activation application also requires the last 4 digits of the **student's social security number (SSN)**.
- If you did not provide your child's SSN at enrollment/registration, please contact the school's main office during open school hours to get your child's assigned SSN-like number. ***This number cannot be provided over the phone. You will need to present a valid photo ID at your child's assigned school.***

## **HOW TO SET UP YOUR PARENT PORTAL ACCOUNT**

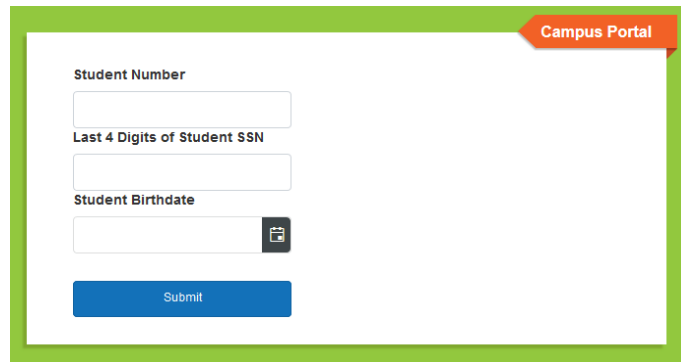
### **FIRST TIME ACCOUNT CREATION**

Follow these [instructions](#) to create a parent portal account.

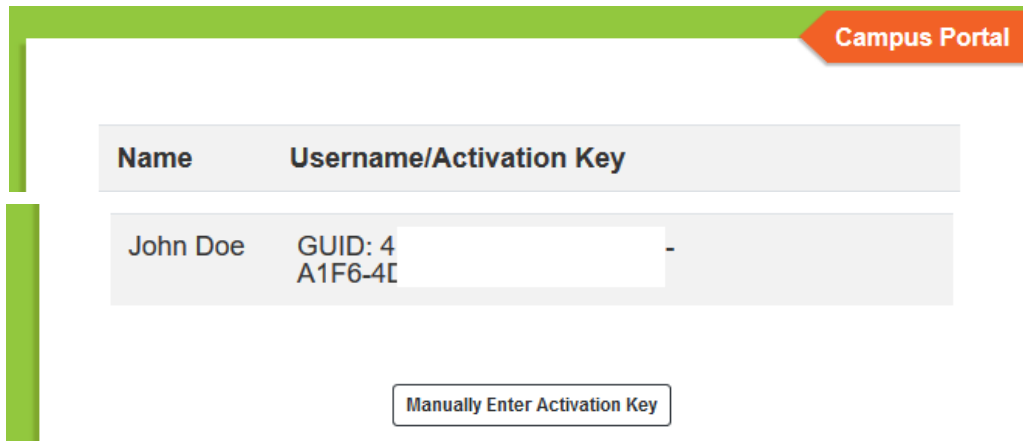
1. **Navigate to the Infinite Campus Parent Portal at <https://campus.spalding.k12.ga.us/campus/portal/parents/spalding.jsp>.**
2. **In the "District Announcements" section, click the [link](#) that says "If you have not already created a username and you do not have your activation key please click the link below."**



3. Enter the child’s student number, SSN, and birth date and click “Submit.”



4. Print or write down the 16 digit Activation Key (GUID) and then click the link that says “Manually Enter Activation Key”



5. Select “Campus Parent” if you are a guardian and “Campus Student” if you are a student. Then click “[New User](#)”

## Griffin-Spalding County School System

Sign in with Google (first.last@gscs.org)

or

Parent Username

Password

Log In

[Forgot Password?](#) [Forgot Username?](#) [Help](#)

[Log In to Campus Student](#)

or

New User?

### 6. Enter your activation key and click "Submit."

#### New User?

Activate your Campus Parent account by entering the activation key sent to you by your district.

If you do not have an activation key, please contact your district to obtain one.

Activation Key \*

Submit

7. Create your username and password and click “Submit.” (password must be 8 or more characters and contain a number)

Create Campus Parent Account

Welcome **John Doe!**

Username \*

Password \* i

Confirm Password \*

Password Strength 0%

[Submit](#)

8. The following message is displayed after successfully creating your username and password. Click the “Back to Login” link to login.

## Success!

Congratulations! You have successfully created your Campus Parent account!

[Back to Login](#)

9. Enter your username and password and click “Log In.”

Griffin-Spalding County  
School System

[Sign In with Google \(first.last@gscs.org\)](#)

or

Parent Username

Password

[Log In](#)

### USERNAME AND PASSWORD CREATION

Enter a **Username**. Use an alphanumeric (both letters and numbers) username.

Enter a **Password**. Use an alphanumeric password. Passwords should be at least 8 characters long. If system preferences have been set to require a **Strong Password**, it must meet three of the four qualifications:

- A lowercase letter (a, j, r, etc.)
- An uppercase letter (A, J, R, etc.)
- A number (3, 7, 1, etc.)
- A symbol (@, %, &, etc.)
- Re-enter the password in the **Verify Password** field.
- Click the **Create Account** button.

#### To reset your password:

If a user has forgotten their password they can select the **Forgot Your Password?** link to have a unique URL sent to their email which will walk them through the password reset process.

If the user has forgotten their username they can select the **Forgot Your Username?** link to have an email sent to them containing their username.

### ADVANCED PLACEMENT

The Advanced Placement Program (AP) is an educational opportunity based on the reality that many students can successfully complete college-level courses while they are still in high school. The AP Program is administered by the College Board under the advisement of national groups of educators. AP courses are challenging but rewarding. They are designed to maximize and enhance the standard curriculum to the extent individual student ability and interest permits. Students who take Advanced Placement courses are expected to take the AP exams that are administered at the end of the courses. In addition to high school credit, and in accordance with individual policies of colleges and universities, college credit or advanced placement standing may be awarded to students whose examination grades are considered acceptable.

Results of the PSAT and AP Potential may be used to help students accept the challenge to take Advanced Placement courses. Grades for AP courses receive ten additional numerical points at each grading period. These additional points are added by Griffin-Spalding County Schools only. These points are NOT used in the calculation of the HOPE scholarship and are not used by many colleges. Colleges, universities, and the Georgia Student Finance Commission (HOPE) add their own uniform point values for Advanced Placement courses. For more information on the Advanced Placement courses, see the course description section. The cost of the AP Examinations can be obtained from the student's zoned school. Please contact your school for additional information and provisions.

Advanced Placement (AP) courses are taught on the college level, and students will be expected to complete an average of one or two hours a night of homework in addition to other classroom assignments before school, after school, and potentially during the summer preceding the course. Students taking AP courses will be expected to take the AP exam for ea

*More information can be found at:* [AP Courses and Exams – AP Students | College Board](#)

## DUAL ENROLLMENT

See link below for information on the GAFutures website:

[Dual Enrollment funding Program | Georgia Student Finance Commission](#)

Dual Enrollment High School Graduation Option B, please see attached information:

[DE High School Graduation Option B](#) [GRCCA Option B Opportunities](#)

Dual Enrollment Student Eligibility applies:

- A student must be enrolled in and physically attending a participating eligible public or private high school in Georgia or an eligible participating home study program in Georgia.
- A student must be approved by the participating high school or home study program at which he or she is enrolled, to participate in dual enrollment.
- Prior to participating in Dual Enrollment, as part of the application process, the student and student's parent/guardian must complete the Student Participation Agreement (SPA).
- A student must have completed the admission process and been accepted and approved by the participating postsecondary institution.
- All postsecondary coursework must be completed prior to high school graduation or home study completion in order to receive Dual Enrollment credit and funding.

Dual Enrollment Grade Eligibility applies:

- 9th graders, not eligible
- 10th graders eligible for
  - All technical programs in the course directory.
  - Core academics if one of the following applies:
    - High Achiever, student has a minimum 1200 SAT score or minimum 26 ACT composite score in a single national test administration.
- 11th - 12th graders are eligible for all DE courses in the course directory.
- The 12th-grade year concludes at the end of the spring term after four years of enrollment beginning in the 9th grade.
- A student with a documented Individualized Education Plan (IEP), 504 Plan or an Alternative Graduation Option (SB2), which extends beyond four (4) years must submit a **Length of Eligibility Extension Request Form** and meet all other Dual Enrollment eligibility requirements.

## Course Retake & Withdrawals

- A student may not receive funding to repeat or retake a course.

- A student is no longer eligible to continue to receive program funding after withdrawing from Dual Enrollment course(s) two (2) times.

### **Funding Cap Eligibility**

- The Dual Enrollment Funding Cap is 30 semester hours or 45 quarter hours.
- The Funding Cap is a hard cap based on hours paid by the Dual Enrollment funding program for terms of enrollment (as invoiced by the postsecondary institutions).
- The Funding Cap does not include dual credit coursework attempted and paid by other sources.
- Public high school students designated by their high school, as pursuing High School Graduation Option B (SB2) as of Spring term 2020, may continue to complete their pathway while participating in the Dual Enrollment funding program and are not subject to the Funding Cap.
- Dual Enrollment funding per term is a maximum of 15 semester or 12 quarter hours and a maximum of three semesters or four quarters per award year based on approved enrollment and available Funding Cap hours.
- Upon reaching the 30 semester or 45 quarter hours program Funding Cap, a student may qualify for **HOPE Grant Bridge and HOPE Career Grant** funding or may choose to self-pay. HOPE Scholarship is not eligible for use by Dual Enrolled Students.

### **HONORS CLASSES**

Students may take Honors level classes in English, mathematics, science, social studies and world languages. Honors courses are rigorous and challenging courses that prepare students for advanced coursework, such as AP and Dual Enrollment classes.

Grades for Honors courses receive five additional numerical points for the final grade. These additional points are added by Griffin-Spalding County Schools only. These points are NOT used in the calculation of the HOPE scholarship and are not used by many colleges.

Honors and Advanced Placement (AP) classes cover topics in greater depth than other courses and require more critical reading and analytical writing. Students will be expected to complete daily homework assignments as well as outside projects, including research projects, such as Science Fair, Science Symposium, Science Olympiad, and/or National History Day projects. Placement in Honors and AP classes will be for the entire year or semester, depending on the course.

Parents/guardians are encouraged to provide support for their students to take these classes, and both parents/guardians and students are invited to attend informational meetings about Honors and AP opportunities.

### **GOVERNOR'S HONORS PROGRAM**

The Governor's Honors Program (GHP) is a summer instructional program designed to provide intellectually gifted and artistically talented high school students, challenging and enriching educational opportunities not usually available during the regular school year. Often, when applying to colleges and universities, students who have completed the Governor's Honors Program are provided special consideration for acceptance. GHP participants acquire the skills, knowledge, and attitudes to grow as independent, lifelong learners. Sophomores and juniors in Georgia's public and private schools may be nominated by their teachers for the Governor's Honors Program.

Students are nominated in a specific instructional area based on their abilities, aptitudes and interests. Major instructional areas include communicative arts (English); world languages; mathematics; science; social studies; visual art; theater (performance and design); vocal and instrumental music; dance; engineering and technology; architectural, graphic, and industrial design; executive management; and agriscience. While at the summer instructional program, students will choose an additional minor focus.

### **FINE ARTS PATHWAY & FINE ARTS DIPLOMA SEAL**

Students may pursue a Fine Arts Pathway in any of the following areas: Theatre Arts, Music Visual Arts and Journalism. A fine arts pathway includes three or more full credits in one of the designated areas - either general within the area or with a specialized focus and shows a progression and growth of knowledge and skills in the area. Students can earn a Georgia Department of Education issued

**Fine Arts Diploma Seal** by completing three courses within one of the pathway areas of the Fine arts. Students pursuing the Fine Arts Diploma Seal also must participate in extracurricular activities within their discipline, perform at least 20 hours of community service, and complete a Capstone Project at the end of their senior year. Your teachers, Fine Arts Department Chair, and counselors will have more details on pursuing this state-level recognition.

More information regarding the seal can be found at:

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Fine-Arts.asp>

### **CAREER READY DIPLOMA SEAL**

The Career Ready Diploma Seal is awarded to graduating high school students who complete a series of accomplishments as outlined and engage in activities, courses, and experiences that

foster career readiness. The diploma seal is a signal to employers that a student is prepared to participate in the workforce.

There are three types of recognized career seals:

### 1. Employability Career Seal

#### Employability/Soft Skills Seal

Awarded to high school graduates who:

- Complete an Employability Skills/Soft Skills program approved by the local system and their business partners.

#### Distinguished Employability/Soft Skills Seal

Awarded to high school graduates who:

- Complete the requirements above, *AND*
- Earn at least one unit in a state-approved Work-Based Learning program in the concentrated CTAE pathway area

### 2. Pathway Career Seal

#### Pathway Skills Seal

Awarded to high school graduates who:

- Complete a Career, Technical and Agricultural Education (CTAE) pathway in at least one of Georgia's 17 Career Clusters

AND ONE (1) OF THE FOLLOWING

- Pass an End of Pathway Assessment (EOPA)/ Industry Recognized Credentialing exam (if it applies)
- Complete a pathway in an industry-certified program
- Earn at least one unit in a state-approved Work-Based Learning program in the concentrated pathway area
- Complete all components of the Career-Related Capstone Project in the concentrated CTAE pathway area, as outlined by the GaDOE
- Earn a minimum score of 36 on the ASVAB test, *OR*
- Via dual enrollment complete two Technical Certificates of Credit (TCC) in one pathway, earning a Technical College Diploma, or earning an associate degree (Senate Bill 2 requirements)

**Distinguished Pathway Skills Seal**

Awarded to high school graduates who:

- Complete a Career, Technical and Agricultural Education (CTAE) pathway in one of Georgia's 17 Career Clusters

AND TWO (2) OF THE FOLLOWING

- Pass an End of Pathway Assessment (EOPA)/ Industry Recognized Credentialing exam (if it applies)
- Complete a pathway in an industry-certified program
- Earn at least one unit in a state-approved Work-Based Learning program in the concentrated pathway area
- Complete all components of the Career-Related Capstone Project in the concentrated pathway area, as outlined by the GaDOE
- Earn a minimum score of 36 on the ASVAB test

**3. Leadership Career Seal****Leadership Skills Seal**

Awarded to high school graduates who:

- Complete one year of membership in a state-recognized Career and Technical Student Organization (CTSO) or complete two (2) years of JROTC (i.e. two (2) credits on a traditional schedule or four (4) credits on a 4x4 block schedule)
- Prepare a portfolio to include as a minimum, a cover letter, resume, and three letters of recommendation
- AND ONE (1) OF THE FOLLOWING Present to business and industry, civic organizations, legislators, and/or local, state, or national board of education members on behalf of local CTAE, CTSOs, or JROTC
- Receive a regional, state, or national honor and/or recognition
- Participate in at least 40 hours of documented community service, and/or community service campaigns (i.e. March of Dimes)
- Earn a minimum score of 36 on the ASVAB

**Distinguished Leadership Skills Seal**

Awarded to high school graduates who:

- Complete two years of membership in a state-recognized Career and Technical Student Organization (CTSO) or complete three (3) years of JROTC (i.e. three (3) credits on a traditional schedule or six (6) credits on a 4x4 block schedule)

- Present to business and industry, civic organizations, legislators, and/or local, state, or national board of education members on behalf of local CTAE, CTSOs, or JROTC
- Hold or previously held a leadership office at the local, regional, state or national level in a state-recognized CTSO during high school or a JROTC Command or Staff position within the unit
- Participate in at least 80 hours of documented community service, and/or community service campaigns (i.e. March of Dimes)

More information regarding the seal can be found at: [Career Ready Diploma Seals](#)

## EXTRACURRICULAR ACTIVITIES AND ELIGIBILITY

A well-rounded student is one who has a variety of interests, including academic, social, recreational, and community service. Griffin-Spalding County Schools offer many different extracurricular activities. Students should try to incorporate at least one or two of these activities into their high school experiences. Many employers and colleges look at the student's total record, extracurricular activities as well as academics, when choosing the best candidate for employment or college admission. Students participating in extracurricular activities, including interscholastic activities, must meet the following athletic eligibility requirements as identified in **the Georgia High School Athletic Association Constitution and By Laws** (<https://www.ghsa.net/sites/default/files/documents/Constitution/Constitution20-21completecx20.pdf>). For more information, please visit: [www.ghsa.net](http://www.ghsa.net).

A. **First-year students** (entering 9th grade) are eligible academically. Second semester **first-year students** must have **passed courses carrying at least 2.5 Carnegie units** the previous semester in order to participate.

B. **Second-year students** must have **accumulated five (5) total Carnegie units** in the first year, **AND passed courses carrying at least 2.5 Carnegie units** in the previous semester.

C. **Third-year students** must have **accumulated eleven (11) Carnegie units** in the first and second years, **AND passed courses carrying at least 2.5 Carnegie units** in the previous semester.

D. **Fourth-year students** must have **accumulated seventeen (17) Carnegie units** in the first three years, **AND passed courses carrying at least 2.5 Carnegie units** in the previous semester.

E. Students may accumulate the required Carnegie units for participation during the school year and eligibility will be reinstated at the beginning of the next semester.

**ADVISORY NOTICE: CURRICULAR INNOVATIONS****BLOCK FOUR PROGRAMS:**

1. The student takes four courses that are worth one (1) unit each and the classes meet twice the number of hours per week as in the standard curricular programs.
2. To be eligible, a student must earn at least 2.5 units.
3. Unit requirements are the same in all curricular programs.

**HYBRID SCHEDULING:**

1. Definition: A student takes a combination of courses scheduled as block courses, yearlong courses and/or traditional courses.
2. To be eligible, a student must be enrolled in a combination of courses that carry at least 2.5 units.
3. To be eligible, a student must have passed a combination of courses the previous semester that carries at least 2.5 units.

**ENGLISH TO SPEAKERS OF OTHER LANGUAGES (ESOL)**

The Griffin-Spalding County School System offers English to Speakers of Other Languages (ESOL) services to students with limited English proficiency whose native language is not English. Upon registration, all parents or guardians are asked to answer three Home Language questions which are embedded in the district's registration forms. If the answer to any of these questions is a language other than English, the student's language proficiency is assessed using the WIDA Online Screener. The WIDA Online Screener is administered by an ESOL teacher who has been trained to administer the assessment.

The Griffin-Spalding County School System notifies parents of the student's eligibility for language assistance services through the ESOL class. The ESOL teachers have studied teaching English to Speakers of Other Languages and are endorsed by the State of Georgia to do this important work for students.

The teaching of ESOL includes instruction which is adapted to the English language proficiency of students and is designed to develop reading, writing, speaking, listening, and American cultural concepts. In addition, emphasis is placed on the development of academic language used in language arts, mathematics, science, and social studies.

The Griffin Spalding County School Systems' ESOL program works to empower students to graduate college and career ready by providing effective instruction to improve language

proficiency and academic achievement. We want all students to fulfill their potential and find a place in the larger community where they can be contributing members of society.

## **PREPARING TO TAKE COLLEGE ENTRANCE EXAMS**

### **PSAT (Preliminary SAT)**

The Preliminary Scholastic Aptitude Test (PSAT/NMSQT) provides students with opportunities to take practice college entrance exams. The PSAT, or Preliminary Scholastic Assessment Test, is a preview of the SAT that is typically taken in the freshman or sophomore year of high school. The PSAT is a standardized test of Evidence-Based Reading and Writing (Reading and Writing/Language test) and a Mathematics test. Testing time plus related activities is 3 hours. All first time 10<sup>th</sup> grade students will be administered this test at no cost. Students with disabilities requesting accommodations should contact their school counselor at least six weeks prior to registration. For information on college entrance exam practice opportunities on-line, visit: <http://www.collegeboard.org/>.

## **ENTRANCE TESTS FOR COLLEGES, UNIVERSITIES, & TECHNICAL COLLEGES**

### **ACT**

The ACT test is valued by all universities and colleges in the United States. The ACT is based on what students learn in high school and provides personalized information about their strengths for education and career planning. The ACT measures academic achievement in the areas of English, Mathematics, Reading, and Science reasoning. The ACT is an achievement-based, curriculum-referenced exam designed to measure high school students' general educational development. ACT results are accepted by virtually all colleges and universities in the United States. In addition, the ACT college entrance exam includes an interest inventory that provides valuable information for career and educational planning and a student profile section that provides a comprehensive picture of a student's work in high school and his or her future plans. Scores for each section of the ACT are averaged to create a composite score. A perfect score on the ACT Assessment is 36. The writing portion of the ACT is recommended. Some colleges and universities require the writing portion of the ACT. Students should contact the college or university they plan to attend to determine college admission exam requirements. For more information, visit: [www.act.org](http://www.act.org).

### **SAT (Scholastic Aptitude Test)**

The SAT helps colleges make admissions and placement decisions. Colleges want to admit students who will have successful college experiences and go on to have successful careers. Colleges use the SAT in admissions because it's developed according to rigorous specifications, with input from numerous experts, to assess what matters most for college and career readiness and success. The SAT has four tests: Evidence-Based Reading and Writing (Reading test and Writing/Language test), Mathematics, and an Essay. The Essay is optional, but some high schools and colleges require it. Students should contact the college or university they plan to attend to determine college admission exam requirements. The three tests that everyone will take are (1) the Reading Test, (2) the Writing and Language Test, and (3) the Math Test. Scores range from 200-800 points for Evidence-Based Reading and Writing & 200-800 for Mathematics. A perfect score on the SAT is 1600 (excluding the writing score). Students should contact the college or university they plan to attend to determine admission requirements. For more information, visit: [www.collegeboard.org](http://www.collegeboard.org).

### **ACCUPLACER**

ACCUPLACER is an integrated system of computer-adaptive assessments designed to evaluate students' skills in reading, writing, and mathematics. For over 30 years, ACCUPLACER has been used successfully to assess student preparedness for introductory credit-bearing college courses. ACCUPLACER delivers immediate and precise results, offering both placement and diagnostic tests, to support intervention and help answer the challenges of accurate placement and remediation. See website: <https://accuplacer.collegeboard.org/>

### **COLLEGE ADMISSIONS**

Employees are often paid more and have opportunities for promotion based upon their training and education. There is also a great deal of personal and intellectual satisfaction for achieving a college education or other post-secondary training. Upon your graduation from high school, the largest share of job openings, 48 percent, will require a high school diploma and/or up to four years of post-high school education, career/technology training, or specific work experience. Another 17 percent require a college degree or more. There are many options for students to continue their education after high school to be better prepared to enter the workforce. In general, postsecondary schools can be divided into two major categories: career/technology training schools and colleges/ universities.

### **INDUSTRY SPECIFIC TRAINING PROGRAMS**

Industry Specific Training Programs are privately owned and operated schools that offer a wide

variety of training options in areas such as cosmetology, mechanical repair, court reporting, paralegal services, travel services, secretarial, and medical assistance. Typical vocational training programs are short, lasting from five to twelve months. However, some training programs (such as court reporting) can take up to two or three years to complete. The main appeal of these schools is their concentrated curriculum, job-training focus, and short course length.

## **TECHNICAL COLLEGES**

Technical colleges are most often state/public supported and offer several different types of programs including applied associate degrees, technical diplomas, apprenticeships and certificates. Associate degree programs are typically designed to prepare students for a technical occupation and include occupational, general education, and elective courses. Technical diploma programs are often offered to meet the needs of businesses and industry to assist employees in meeting certification requirements for specific jobs. Apprenticeships are offered for those people interested in working in an industrial or service trade. The applicant enters into an agreement with an employer in which the employer assumes the responsibility of teaching the trade to the apprentice. Completion of certificate programs indicates that a particular person has completed coursework in a focused area of study.

Two-year colleges generally offer programs of study with an associate's degree conferred upon completion. The courses are designed to transfer to four-year colleges, should community college students decide to pursue higher education. Some two-year colleges offer specialized job training in certain areas. These studies are designed to prepare students for the workforce as soon as the program of study is complete. Four-year colleges and universities offer bachelor's degrees and a much wider variety of studies and curriculum. Many also offer graduate studies (studies after a bachelor's degree is completed) with opportunities to earn a master's degree, doctorate, or professional degree (such as a medical doctor or lawyer). The curriculum is much broader than a two-year school and is designed to accommodate a variety of interests.

Public colleges and universities are subsidized by the states in which they are located and are generally less expensive than private colleges. However, some have significant differences between in-state and out-of-state tuition fees. Private colleges, on the other hand, are funded through endowments, tuition, and donations. They usually cost much more, but do not rule them out! Private colleges can often offer enough financial aid and scholarships to make attendance at a private college financially feasible for a student's budget.

For more information, visit: [www.fastweb.com](http://www.fastweb.com); [www.scholarships.com](http://www.scholarships.com);  
<http://www.ncaa.org/student-athletes/future/eligibility-center>

**College Admissions University System Of Georgia Colleges & Universities**  
**College Admissions Technical Colleges System Of Georgia**  
**College Admissions Private Colleges & Universities Of Georgia**

**Examples of institutions are as follows.** Admission to research institutions is competitive and students completing minimum requirements are not guaranteed admission.

See website: <http://www.usg.edu/>

Augusta University Georgia Institute of Technology Georgia State University University of Georgia	
<b>COMPREHENSIVE UNIVERSITIES</b>	
Georgia Southern University Kennesaw State University University of West Georgia Valdosta State University	
<b>STATE UNIVERSITIES</b>	<b>STATE COLLEGES</b>
Albany State University Clayton State University Columbus State University Fort Valley State University Georgia College and State University Georgia Southwestern State University Middle Georgia State University Savannah State University University of North Georgia	Abraham Baldwin Agricultural College Atlanta Metropolitan State College College of Coastal Georgia Dalton State College East Georgia State College Georgia Gwinnett College Georgia Highlands College Gordon State College South Georgia State College
<b>TECHNICAL COLLEGES</b>	
Chattahoochee Georgia Piedmont North Georgia South Georgia Southern Crescent	
<b>PRIVATE COLLEGES &amp; UNIVERSITIES</b>	

Andrew College Berry College Clark Atlanta University Emory University Mercer University Morehouse College Shorter College Spelman College
---

## COLLEGE APPLICATION PROCESS

### Admissions Options

Because there are many admissions options, it is important for you to understand the various plans and deadlines and to discuss with your child's school counselor, which one is appropriate for your son or daughter. Some of the more common options are briefly reviewed:

**Early Action:** an admission plan or practice which allows a prospective student to apply for admission according to an early deadline (before the regular admission deadline) and receive notice of acceptance, denial, or deferment with no obligation to the university to enroll, if accepted for admission.

**Early Decision:** The only binding or contractual admission option is the early decision. Students can opt for this admission option, but they are committing, or promising, to withdraw all other college applications if accepted to the early decision college. Students can only choose one college to apply to under the early decision option. Colleges that are considered highly selective offer early decision. The reasoning is that the option attracts highly qualified and competitive students to apply with the intention of accepting admission if chosen. Once the early decision process has finished, or the selection process has finished, the remaining open spaces for admission are opened to students applying under the regular decision option.

**Regular Admission/Decision:** This type of admission gives students the option to apply by a certain date. Once that date has passed, the college will review all the applications and send out admission decisions by a specific date. Colleges opting for this admission option are strict on their deadlines, so students should plan accordingly. Most moderately to selective colleges and private colleges offer regular admission.

**Rolling Admission:** Rolling admission is just that, rolling. Students may apply anytime

during the admission timeline (usually September through July). The college admission committee offers admission throughout this time. Be aware that colleges have limited space for new freshmen students, so admission could close early. Most state colleges usually have rolling admission policies.

### **Completing and Mailing the Application**

**Step 1** – Apply to the colleges of your choice. Submit online if possible. Make sure that your Social Security Number is correct and that your full *legal* name and birth date match the information on your transcript. Note any deadlines set by the college and plan ahead by two to four weeks (Step 2-5). Be sure to factor in additional time for holidays including Thanksgiving, Winter Break, and Spring Break

**Step 2** – Contact the testing agency and order your SAT/ACT scores sent to the colleges or scholarship programs (if not done at the time of SAT/ACT registration). Plan ahead by six weeks! SAT: [www.collegeboard.com](http://www.collegeboard.com) or (866) 756-7346 ACT: [www.act.org](http://www.act.org) or (319) 337-1313.

**Step 3** – Ask for a teacher letter of recommendation (if *REQUIRED*) at least two weeks ahead of deadlines. Please provide the teacher with a stamped envelope addressed to college.

**Step 4** – For a counselor evaluation section and/or letter of recommendation to be completed (must be *REQUIRED*); the student must submit a Senior Information Sheet/Resume to his/her counselor at least two weeks before the college deadline date.

**Step 5** – Submit the completed Transcript Request form with any other documentation (i.e., counselor section if any) to the designated person in the Counseling Center.

**Step 6** – See your counselor if you have any questions.

### **MILITARY SERVICE ENTRANCE TESTING**

#### **Armed Services Vocational Aptitude Battery (ASVAB)**

The Armed Services Vocational Aptitude Battery is a multiple-aptitude battery, consisting of ten short individual tests that measure verbal, math, and academic ability. The ASVAB provides good indicators of how well students have developed academic and occupational abilities. Scores on the ASVAB can qualify students for certain jobs and training in the

Armed Forces, but taking the ASVAB does not commit the student to service in the military. The ASVAB measures aptitudes that are related to success in different careers and provides students with an opportunity to explore career options. The ASVAB is offered on a voluntary basis. Students can contact their school counseling office for dates when the ASVAB will be offered at their high school. For more information, visit: <http://official-asvab.com/>.

## **NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA) ELIGIBILITY REQUIREMENTS**

Here are the current academic eligibility requirements for the NCAA. **However, students and parents MUST make sure to stay informed of eligibility and other requirements by visiting the NCAA website at <http://www.ncaa.org/> and the NCAA Eligibility Center at <https://web3.ncaa.org/ecwr3/>.**

### **DIVISION I ACADEMIC ELIGIBILITY REQUIREMENTS**

To be eligible to compete in NCAA sports during your first year at a Division I school, you must graduate high school and meet **ALL** the following requirements:

- Complete 16 core courses:
  - Four years of English
  - Three years of math (Algebra 1 or higher)
  - Two years of natural/physical science (including one year of lab science if your high school offers it)
  - One additional year of English, math or natural/physical science
  - Two years of social science
  - Four additional years of English, math, natural/physical science, social science, world language, comparative religion or philosophy
- Complete 10 core courses, including seven in English, math or natural/physical science, before your seventh semester. Once you begin your seventh semester, you may not repeat or replace any of those 10 courses to improve your core-course GPA.
- Earn at least a 2.3 GPA in your core courses.
- Earn an SAT combined score or ACT sum score matching your core-course GPA on the Division I sliding scale, which balances your test score and core-course GPA. If you have a low test score, you need a higher core-course GPA to be eligible. If you have a low core-course GPA, you need a higher test score to be eligible.

**DIVISION II ACADEMIC ELIGIBILITY REQUIREMENTS**

You must graduate high school and meet **ALL** the following requirements:

- Complete 16 core courses:
  - Three years of English.
  - Two years of math (Algebra 1 or higher).
  - Two years of natural or physical science (including one year of lab science if your high school offers it).
  - Three additional years of English, math or natural or physical science
  - Two years of social science
  - Four additional years of English, math, natural or physical science, social science, world language, comparative religion or philosophy
- Earn at least a 2.2 GPA in your core courses.
- Earn an SAT combined score or ACT sum score matching your core-course GPA on the Division II sliding scale, which balances your test score and core-course GPA. If you have a low test score, you need a higher core-course GPA to be eligible. If you have a low core-course GPA, you need a higher test score to be eligible.

### **A.Z. Kelsey Academy & Achievement Center**

**A.Z. Kelsey Academy & Achievement Center is a school that consists of 3 Academic Programs which are the following:**

- **Academy Program:** A program serving 9-12<sup>th</sup> grade students that reside in Griffin-Spalding County who have been accepted by select criteria.
- **Middle School Achievement Program:** A program serving 6-8<sup>th</sup> grade students on a long term suspension given by a disciplinary tribunal hearing or tribunal waiver.
- **High School Achievement Program:** A program serving 9-12<sup>th</sup> grade students on a long term suspension given by a disciplinary tribunal hearing or tribunal waiver

**Why come to the Academy Program?**

***Students might come to the Academy Program for the following reasons:***

- A student may desire to be in a smaller or individualized setting as opposed to a larger school with more students and larger class sizes
- A student may be over age for their grade level
- A student may want to graduate on a faster track from high school (2 or 3 years as opposed to 4 years)

- A student may be behind in credits and want to get back on track

### What is the Academy Program?

- The Academy Program encompasses a blended learning model where students will complete tasks in a face to face and in an online setting.
- The Academy Program is a non-traditional program with traditional aspects. However, this program is not a transitional program. When a student is accepted into this program, they are expected to graduate from our school.
- The Academy Program is a smaller educational environment that provides students with six courses per semester on a block schedule.
- The Academy Program offers the opportunity for students to participate in Dual Enrollment or Griffin Region College and Career Academy courses.
- Students between the grades of 9th through 12th grade who reside in Spalding County are eligible to apply to the Academy Program.

### Academy Program Admission Procedures:

- Submit an online application (click the link or QR code below):



–<https://forms.gle/ooMkeNU7exF3bLqj6>

- Additional information as listed below will be sent to A.Z. Kelsey Academy from the home base school counselor once the student completes their application:
  - Most Recent (Previous) and current semester's attendance report
  - Most Recent (Previous) and current semester's behavior report
  - Most up to date transcript
  - Graduation Academic Progress Report
  - Current semester's grades/Last grade report
- Click on the link below for additional information:

<http://www.azkelsey.education/Admissions/index.html>

**Note:** Admissions or Enrollment will be done only during the first 4.5 weeks of each semester for GHS and SHS current students. Admission of new students to the district outside of the first 4.5 weeks will be reviewed on a case by case basis.

### Academy Program Admission Review and Requirements:

- Once all information is received, the Admissions Office will review your admission packet to see if you meet the following minimum requirements
  - Receive no more than three office referrals in a current and or most recent (previous) school year for any infraction.
  - Attend school at least 75% of the time based off the current and/or most recent (previous) school year's data (**Example:** *In an 87-day semester, a student should have attended school at least 65 days*).

**Note:** Students who desire to be admitted into the Academy Program who have recently completed a long-term suspension in an alternative school may be admitted at the principal's discretion based on their current and or most recent attendance, behavior, and academic progress. These students will be placed on a conditional placement with a transition contract.

### Academy Program Review and Interview

- Once your entire application and requested documents are reviewed, students that meet the minimum requirements will be invited along with their parent/guardian to interview with the school principal or designee.
- The purpose of the interview is to assess the student's desire for entering the academy, review their graduation progress, listen to their plan for success, and ensure their academic and social needs are able to be met within the Academy Program.
- After the interview is complete, the prospective applicant will receive written notification within 5 business days if they have been accepted or denied admission into the program.

### Academy Program Acceptance

#### If accepted the following will occur:

- Student and parent/guardian will have a brief orientation with the principal or designee over all items related to student services (dress code, transportation, etc.) and the code of conduct.
- **Student and parent/guardian will review and sign an attendance agreement with the principal or designee. Attendance is mandatory for each student.**
- Parent/Guardian will complete an emergency card.

- Parent/Guardian will complete the School Parent Compact and Survey.
- Parent/Guardian will complete a Free/Reduced Lunch form (if applicable).
- Parent/Guardian will withdraw their child from the home base school.
- A.Z.K. School Counselor will develop a course schedule and the student will be informed of a start date to begin coursework.
- Student and parent will set a date to meet with the school counselor to develop an academic graduation plan.

### **Middle and High School Achievement Programs:**

#### **Entrance Procedures**

- The Middle and High School Programs are for students between the grades of 6<sup>th</sup> – 8<sup>th</sup> and 9<sup>th</sup> – 12<sup>th</sup> respectively, who have been given a long-term suspension due to a tribunal hearing or hearing waiver.
- A student who has been sent to A.Z. Kelsey Achievement Program will have to complete an orientation session at the school with their parent/guardian present. **Orientation is mandatory prior to the student beginning coursework.** The orientation sessions are
- held on Mondays and Wednesdays during the school year and on selected dates during the summer in preparation for the upcoming school year.
- Students and parents will receive all information related to student services and the code of conduct during this meeting.
- Parent/Guardian and student will complete all necessary paperwork at the orientation session including but not limited to the Length of Stay Contract and Student Code of Conduct.
- The parent/guardian and student will need to complete the following required documents during the orientation session:

Emergency Medical Form

School Parent Compact Form

Student Handbook Form

AZKA Behavior Contract

Syllabus Signature Page

AZKA Academic Services

Internet Form

Student Code of Conduct Form

Edgenuity Participation Form

AZKA Four Step Plan

Dress Code Violation

Length of Stay Contract

**Middle and High School Achievement Instructional Models**

- If a high ratio of students are on a teacher's roster at any time during the school year, then new students entering the High School Achievement Program will work from home on Edgenuity until space opens up at the school for the student to be served with face to face instruction.
- You will be contacted for face to face instruction based upon your order on our waiting list.

**Middle and High School Achievement Programs: Online Coursework/Edgenuity**

- If students are mandated to work from home due to limited space on class rosters, they will work via Edgenuity.
- These students are expected to work online consistently as their actual time spent and coursework can be tracked by their teachers.
- If given any type of online course, students are expected to adhere to all guidelines and deadlines provided. Failure to complete the coursework within the prescribed time will result in a failing grade and the student needing to retake the course.
- If and when space is available, students are expected to come to school and receive face to face instruction.

**A.Z. Kelsey Middle and High School Achievement Programs: Length of Stay**

- All students and parents/guardians will review and sign a length of stay contract during the orientation session.
- The purpose of the length of stay contract is to make sure students are excelling in the following areas prior to returning to their base school:
  - Attendance
  - Academic Progress/Grades
  - Behavior
  - Meeting the requirements of the Tribunal Hearing
- If it is determined that a student didn't meet the Length of Stay Contract, they will be expected to complete a minimum of 9 additional school weeks in the Achievement Program where the requirements and expectations will need to be met prior to their departure.



## ATTENDANCE AGREEMENT

I, \_\_\_\_\_, acknowledge that I am required to attend A.Z. Kelsey Academy on a consistent basis. Regular school attendance is indicative of a positive attitude toward learning and self-discipline. Therefore, it is in each student's best interest to be in school every day.

An absence from school is excused for the following reasons:

1. Personal illness
2. Serious illness or death in family
3. Condition making attendance impossible
4. Religious holidays
5. Serving as Page in the General Assembly (counted present for class)
6. Trips that have been approved by the local school board (first two days only)
7. Approved school events
8. Required court appearance
9. Certain military pre-induction physical and military testing
10. Official visits to colleges or universities

**If an A.Z. Kelsey Academy student misses more than 6 school days within any 4.5 week grading period, then the student may be withdrawn from A.Z. Kelsey Academy due to lack of attendance and expected to attend their home base school of GHS or SHS (Example: In an 22 day /4.5 weeks grading period, a student will attend school at least 17 days.**

I understand that the following interventions will take place if I fail to meet the expected attendance requirements at A.Z. Kelsey Academy:

1. Parents/Guardians of students who have 3 absences will receive a phone call.
2. Students who have 4 absences will have a conference with the social worker.
3. Parents/Guardians of students who have 5 absences will receive a certified letter.
4. As an intervention, students who are under 16 years of age with excessive absences may be referred to the Griffin-Spalding County Schools Attendance Task Force and legal action may be taken within the court system.



**AZKAC/Alternative School to AZKA Transition Contract**

**The purpose of this contract is to identify the agreement between A.Z. Kelsey Academy and the student who desires to transition from A.Z. Kelsey Achievement Center or another alternative program.**

I, \_\_\_\_\_, acknowledge that I have recently completed a long term suspension at an A.Z. Kelsey Achievement Center or another “alike” alternative program

I, \_\_\_\_\_, understand that in order to obtain and maintain enrollment in A.Z. Kelsey Academy of Griffin Spalding County Schools, I, \_\_\_\_\_, agree to the following conditions:

- 1) I will refrain from obtaining three or more referrals within an 18 week conditional placement.
- 2) I will maintain an 80% attendance rate within each 4.5 week grading period  
*(Example: In a 22 day/4.5 weeks period, a student will attend school at least 18 days).*
- 3) I will successfully pass 80% or 5 out of 6 classes within each 4.5 week grading period.

I understand as the student that should I fail to meet any of the above commitments during the 18 week conditional placement, then I may be withdrawn and expected to enroll in my home base school of Griffin High School or Spalding High School. If I successfully complete the 18 week conditional placement then I will be removed from the conditional status and continue to be enrolled at A.Z. Kelsey Academy.

The 18 week conditional placement is listed below:

\_\_\_\_\_

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_\_

I understand as a parent/guardian that my child may be withdrawn from A.Z. Kelsey Academy and be expected to attend their home base school should he or she fail to meet the above commitments during the 18 week conditional placement.

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Administrative signature identifies that a meeting was held with the student and parent prior to the student being transitioned into A.Z. Kelsey Academy on a conditional placement.

Administrator Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Counselor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**CAREER, TECHNICAL, and AGRICULTURAL EDUCATION (CTAE)**

Career, Technical, and Agricultural Education (CTAE) is preparing Georgia's students for their next step after high school--college, beginning a career, registered apprenticeships, or the military. Georgia CTAE pathway course offerings, and the new Educating Georgia's Future Workforce initiative, leverage partnerships with industry and higher education to ensure students have the skills they need to thrive in the future workforce. CTAE offers students many career pathways within the 17 Georgia Career Clusters.

Georgia's Career Clusters allow students to choose an area of interest in high school from the 17 clusters listed below. Students take classes tailored to their cluster, which helps them navigate their way to greater success – no matter what they choose to do after high school graduation. Each cluster will include multiple career pathways. The aim of the program is to show students the relevance of what they're learning in the classroom, whether they want to attend a two-year college, a four-year university or go straight into the world of work. Students will begin to learn about potential careers in elementary and middle school so that they are ready to choose a pathway once they reach high school. Georgia's initiative is based on the National Career Cluster Model.

**AGRICULTURE, FOOD, & NATURAL RESOURCES**

The Agriculture, Food, & Natural Resources Career Cluster includes the production, processing, marketing, financing, distribution, and development of agricultural commodities and resources. These commodities include food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.

**ARCHITECTURE & CONSTRUCTION**

The Architecture and Construction Career Cluster includes careers in designing, planning, managing, and building structures.

**ARTS, A/V TECHNOLOGY, & COMMUNICATIONS**

The Arts, A/V Technology, & Communications Career Cluster includes designing, producing, exhibiting, performing, writing, and publishing multimedia content.

**BUSINESS MANAGEMENT & ADMINISTRATION**

The Business Management & Administration Career Cluster prepares students with computer skills for future college and career plans. Cluster skills mastered include planning, organizing, directing, and evaluating as well as owning and operating a successful business.

**EDUCATION & TRAINING**

The Education and Training Career Cluster includes planning, managing, and providing education and training services as well as related learning support services.

## **ENERGY**

The Energy Career Cluster prepares individuals for careers in designing, planning, maintaining, generating, transmission, and distribution of traditional and alternative energy.

## **FINANCE**

The Finance Career Cluster focuses on money management, including planning, investing, and spending. Students will gain career development skills for the finance world with opportunities that expand beyond basic business skills into financial literacy, banking, investing, insurance, and risk management.

## **GOVERNMENT & PUBLIC ADMINISTRATION**

The Government & Public Administration Career Cluster includes the planning and performing of government management and administrative functions at local, state, and federal levels. Careers are available in national security, foreign service, revenue, and regulations.

## **HEALTH SCIENCE**

The Health Science Career Cluster includes planning, managing, and providing services in therapeutics, diagnostics, health informatics, support areas, and biotechnology research and development.

## **HOSPITALITY & TOURISM**

The Hospitality & Tourism Career Cluster encompasses the management, marketing, and operations of restaurants, and other food services, lodging, attractions, recreation events, and travel related services.

## **HUMAN SERVICES**

The Human Services Career Cluster prepares individuals for employment activities related to families and human needs such as nutrition and food science, counseling and mental health services, family and community services, personal care, and consumer services.

### **INFORMATION TECHNOLOGY**

The rapidly changing digital world of the Information Technology Career Cluster engages students in hands-on learning to prepare for careers that create, use, modify, and engage technology skills. Graphics, multimedia animation, web design, game and application development, networking, and computer repair are all possibilities.

### **LAW, PUBLIC SAFETY, CORRECTIONS, & SECURITY**

The Law, Public Safety, Corrections, & Security Career Cluster prepares individuals for employment relating to emergency and fire services, legal services, protective services, and homeland security.

### **MANUFACTURING**

The Manufacturing Career Cluster includes the processing of materials into intermediate or final products and related professional and technical support activities, such as production control, maintenance, and process engineering.

### **MARKETING**

Marketing is the process of anticipating, managing, and satisfying consumers' demand for products, services, and ideas. The Marketing Career Cluster generates the strategy that underlies advertising and promotional techniques, business communication, and business development.

### **SCIENCE, TECHNOLOGY, ENGINEERING, & MATHEMATICS**

The Science, Technology, Engineering, Mathematics Career Cluster means planning, managing, and providing scientific research and professional and technical services.

### **TRANSPORTATION, DISTRIBUTION & LOGISTICS**

The Transportation, Distribution & Logistics Career Cluster encompasses planning, managing, and moving people, materials, and goods by road, pipeline, air, rail, and water, and also includes other related professional and technical support services.

## WORK BASED LEARNING (WBL) PROGRAM INFORMATION

The Griffin-Spalding County Work-Based Learning and Youth Apprenticeship Program is an education option that prepares high school students for the world of work through a combination of academic and workplace learning. It is based on the belief that our youth must be better prepared for the future if they are to be successful in a competitive, global economy.

Work-Based Learning is a structured experience that connects the student's career goal and classroom learning with a productive work environment. Work-Based Learning is NOT a program to get out of school early.

### **Program Requirements:**

- ✓ Be a junior or senior at least 16 years old, on track for graduation.
- ✓ A 2.5/75+ grade point average with good attendance and discipline record
- ✓ Good recommendation from 3 teachers
- ✓ A defined career goal
- ✓ Completion of (or enrollment in) matching coursework in a career pathway.
- ✓ Reliable transportation to and from the workplace
- ✓ Proof of health and automobile insurance
- ✓ Good attitude, grooming habits, and work ethic.

### **Additional Requirements:**

- Students, parents, employers, and the WBL Coordinator will sign a Training Agreement and a Training Plan reflecting work hours and tasks.
- Student job schedules must reflect the majority of the work hours between 7:30 AM and 8:00 PM Monday through Friday.
- WBL Coordinator must be able to make job-site visits during weekdays and regular working hours.
- Students will meet with the WBL Coordinator at least once each week.
- Students will create a portfolio with employability lessons to earn the Georgia Best Work Ready Certificate.
- Students may not work for parent/guardian.

### **WBL Application Process:**



**FOURTH SCIENCE OPTIONS EFFECTIVE 2019-2020**

The following courses count towards satisfying the fourth science requirement as well as a CTAE pathway completion requirement. Additionally all, except Aviation Meteorology, have been approved by the Board of Regents as a fourth science. The 21-22 school year list will be updated over the Summer.

<b>Course Number</b>	<b>Course Name</b>	<b>Career Pathway</b>
25.44000	Essentials of Healthcare	Certified Clinical Medical Assistant, Certified Nursing Assistant, Pharmacy Technician, Sports Medicine
25.44600	Sports Medicine	Sports Medicine
11.01900	AP Computer Science	Information Technology
11.47100	Computer Science Principles	Information Technology
21.45300	Advanced AC and DC Circuits	Precision Manufacturing & Maintenance, Mechatronics
43.45200	Forensic Science	Criminal Justice & Forensic Science
47.46610	Aviation Meteorology	Aviation
01.46100	General Horticulture and Plant Science	Horticulture & Animal Systems

**High School CTAE, Career Technical Agricultural Education, Programs****Allied Health and Certified Clinical Medical Assistant****Aviation, Flight Operations****Aviation Maintenance****Aviation, Unmanned Aircraft (Drones)****Business & Technology****Carpentry / Electrical****Computer Science**

**Criminal Investigations**

**Culinary Arts**

**Distribution & Logistics**

**Early Childhood Education**

**Engineering & Technology**

**Film**

**Graphic Design**

**Horticulture & Animal Systems**

**JROTC Army**

**Pharmacy Technician**

**Public Management & Administration**

**Sports Medicine**

**Teaching as a Profession**

**Web & Digital Design**

## GRCCA Course Catalog & Information for 2023-2024



### GRIFFIN REGION COLLEGE & CAREER ACADEMY

The Griffin Region College & Career Academy, GRCCA, is an educational organization that offers both Core Academic and Career & Technical Education Courses.

Our Core Academic classes are offered through our post-secondary college partners, Gordon State College & Southern Crescent Technical College. Students can join a predetermined cohort to insure 24-30 hours of college credit or take a customized path by selecting specific courses that the student desires.

Our Career & Technical Education classes are offered through our post-secondary college partner, Southern Crescent Technical College and Traditional High School classes. All pathways lead to Business & Industry recognized credentials. And Southern Crescent Technical College courses earn college credit.

**All students must attend a Registration Event with a parent/guardian to enroll at the Griffin Region College & Career Academy. Students will be enrolled on a rolling basis so we highly recommend you come to the earliest available GRCCA Registration Night.** Visit the GRCCA Advisement Guide for details about course and pathway offering - [GRCCA Advisement Guide](#)

To participate in the GRCCA Dual Enrollment or High School courses for the 2023/2024 school year please see the important deadlines below. Alos, follow the [GRCCA Registration Process](#) to sign up for an event.

- **Deadline - February 28, 2023** - Students taking Dual Enrollment or High School courses at the GRCCA MUST attend a Registration Night. This year the GRCCA will host registration events at our partnering High Schools and the GRCCA campus for parents/guardians and students to attend. To enroll in any of the courses offered at the GRCCA, the student and parent/guardian need to attend one of the following events:
  - December 14th at 6:00pm at Griffin High School
  - December 15th at 6:00pm at Spalding High School
  - January 17th and 25th at 5:30pm at the GRCCA
  - February 2nd, 6th, 15th, 27th, and 28th at 5:30pm at the GRCCA
- **Deadline - April 28, 2023** - Students taking Dual Enrollment courses MUST complete all requirements.

**GRCCA College Academic Core**

BIOL 1111 & BIOL1111L/Biology = High School Credit for Biology or 4th Science - Provides an introduction to basic biological concepts with a focus on living cells. Topics include chemical principles related to cells, cell structure and function, energy and metabolism, cell division, protein synthesis, genetics, and biotechnology

COMM 1110/Public Speaking = High School Credit for Elective, Oral & Written Communication (Speech)- An introduction to the basic principles of public speaking, including informative, persuasive, and commemorative speaking, preparation and presentation of speeches, and critical analysis.

ECON 1101/Principles of Economics = High School Credit for Economics - Provides a description and analysis of economic operations in contemporary society. Emphasis is placed on developing an understanding of economic concepts and policies as they apply to everyday life.

ECON 2105/Macroeconomics = High School Credit for Economics - Provides a description and analysis of macroeconomic principles and policies. Topics include basic economic principles, macroeconomic concepts, equilibrium in the money markets, macroeconomic equilibrium and the impact of fiscal and monetary policies.

ENGL 1101/Composition and Rhetoric = High School Credit for British Literature - Explores the analysis of literature and articles about issues in the humanities and in society. Students practice various modes of writing, ranging from exposition to argumentation and persuasion.

ENGL 1102/British Literature & Composition = High School Credit for British Literature, Prereq ENG 1101 - Emphasizes the student's ability to read literature analytically and meaningfully and to communicate clearly. Students analyze the form and content of literature in philosophical contexts.

ENGL 2130/American Literature = High School Credit for American Literature, Prereq ENG 1101 - Emphasizes American literature as a reflection of culture and ideas. A survey of important works in American literature. Includes a variety of literary genres: short stories, poetry, drama and novels.

HIST 2111/US History I = High School Credit for United States History - Emphasizes the study of U. S. History to 1877 to include the post Civil War period.

HUMN 1101/Introduction to Humanities = High School Credit for Elective, Humanities - Explores the philosophic and artistic heritage of humanity expressed through a historical perspective on visual arts, music, and literature. The humanities provide insight into people and society.

MATH 1111/College Algebra = High School Credit for 4th Math, Pre-req Algebra II - Emphasizes techniques of problem solving using algebraic concepts. Topics include fundamental concepts of algebra, equations and inequalities, functions and graphs, and

systems of equations; optional topics include sequences, series, and probability or analytic geometry.

MATH 1113/Precalculus = Additional Math, Prereq Math 1111 - Prepares students for calculus. The topics discussed include an intensive study of polynomial, rational, exponential, logarithmic, and trigonometric functions and their graphs.

POLS 1101/American Government = High School Credit for American Government - Emphasizes study of government and politics in the United States. The focus of the course will provide an overview of the Constitutional foundations of the American political processes with a focus on government institutions and political procedures.

PSYC 1101/Introduction to Psychology = High School Credit for Elective, Psychology - Introduces the major fields of contemporary psychology. Emphasis is on critical thinking and fundamental principles of psychology as a science.

SOCI 1101/Introduction to Sociology = High School Credit for Elective, Sociology - Explores the sociological analysis of society, its culture, and structure. Sociology is presented as a science with emphasis placed on its methodology and theoretical foundations. Topics include basic sociological concepts, socialization, social interaction and culture, social groups and institutions, deviance and social control, social stratification, social change, and marriage and family.

## **GRCCA Career & Technical Education Pathways**

### **High School Pathways**

- Aviation Maintenance
- Aviation Drone
- Aviation Flight
- Warehouse Professional (Distribution & Logistics)
- Horticulture & Animal Science
- Teaching as a Profession

### **Southern Crescent Technical College Pathways**

- Automotive
- Cosmetology
- Criminal Justice
- Culinary
- Early Childhood Education
- Film Production
- Forensic Science
- Geriatric Care Assistant (Prereq. - Nurse Aide)
- Industrial/Electrical Maintenance or Mechatronics
- Programmable Control Technician (Prereq. - Ind./Elec. Maintenance or Mechatronics)
- Nurse Aide (Jrs. & Srs. Only)
- Welding

## GORDON STATE COLLEGE ADMISSIONS REQUIREMENTS

*Must be 16 and have a 3.0 GPA (Subject to change pending College updates)*

### ADMISSIONS REQUIREMENTS

To be admitted as a dual enrollment student at Gordon State College and earn dual high school and college credit, a student must:

- Have a minimum 3.0 GPA in their academic college prep core
- Be on track towards the completion of the USG Required High School Curriculum (RHSC) and high school graduation requirements
- Meet the minimum score on one of the standardized tests listed below:

TEST	MATH**	ENGLISH	READING/WRITING
SAT	440	N/A	480
ACT	17	17	N/A
ACCUPLACER*	258	4 Write Placer	237

\*The ACCUPLACER is given through the Gordon State College testing center on the main campus and in McDonough.

\*\*Students who want to enroll in MATH 1111 (College Algebra) must have a qualifying Math test score: SAT 510, ACT 20, or ACCUPLACER 266.

\*\*Students no longer will be required to pass both standardized English and Math tests for admissions at USG Institutions. Under the new criteria, students may be admitted as long as they meet the required score for Math or English. Students admitted under this criteria are limited on the courses they may register. Students who only pass the standardized English Test, may take any funded class EXCEPT STEM courses (math & science). Students passing only the Math Test may take STEM Courses ONLY. Students passing both Math and English tests may take any funded course.

## SOUTHERN CRESCENT TECHNICAL COLLEGE ADMISSIONS REQUIREMENT

*Must be at least a 10<sup>th</sup> grade student (Subject to change pending College updates)*

**Eligibility:**

To be eligible for the Dual Enrollment program, a student must:

- Have a High School GPA of 2.0 or higher
- Be enrolled in the tenth, eleventh or twelfth grade of a private or public high school in Georgia or a home study program within the State of Georgia operated in accordance with O.C.G.A. §20-2-690(c).
- Be admitted to an eligible, participating USG, TCSG or Private postsecondary institution as a dual credit enrollment student.
- Be enrolled in courses listed in the approved Dual Enrollment Course Directory.
- Maintain satisfactory academic progress as defined by the eligible postsecondary institution.

**Test Score Requirements:**

Degree Level Options:

- Critical Reading Subscore 25, Math Subscore 24
- 17 Reading, 16 English, 19 Math
- PLACER: Reading 64-120, Sentence Skills 70-120, Elementary Algebra 57-120
- HOPE GPA
- High School GPA 2.0 or higher

Diploma/Certificate Level Options:

- Critical Reading Subscore 24, Math Subscore 22
- 13 Reading, 12 English, 17 Math
- PLACER: Reading 55-120, Sentence Skills 60-120, Arithmetic 34-120
- High School GPA 2.0 or higher

## ACADEMIC AND ELECTIVE COURSE LIST & DESCRIPTIONS

**Note:** *If a particular course is not listed in this section, information for all courses approved by the Georgia Department of Education can be found at the following link:*

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Documents/IDA-Spreadsheet-Course-Descriptions.xlsx>

**Note:** *Additional information regarding Advanced Placement (AP) Courses can be found at:*

<https://apstudent.collegeboard.org/apcourse>

### LANGUAGE ARTS

<b>Course Title</b>	Ninth-Grade Literature and Composition
<b>Course Number</b>	23.06100
<b>Course Description</b>	This course focuses on a study of literary genres and informational texts; the students develop an initial understanding of both the structure and the meaning of a literary work. The students explore the effect of the literary form in regards to interpretation. The students will read across the curriculum to develop academic and personal interests in different subjects. The students will also demonstrate competency in a variety of writing genres: argumentative, expository, and narrative. The students will engage in research, timed writings, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking, rather than in isolation. The student demonstrates an understanding of speaking and listening for a variety of purposes. THIS COURSE MUST REFLECT THE GEORGIA STANDARDS OF EXCELLENCE.
<b>Prerequisite</b>	None

<b>Course Title</b>	Tenth Grade Literature and Composition
<b>Course Number</b>	23.06200
<b>Course Description</b>	<p>This course focuses on a study of literary genres and informational texts; the student develops understanding that theme is what relates literature to life and that themes are recurring in the literary world. The students explore the effect of themes in regard to interpretation. The students will read across the curriculum to develop academic and personal interests in different subjects. While the focus is writing argument in tenth grade literature, the student will also demonstrate competency in expository and narrative writing genres. The student will engage in research, timed writings, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking, rather than in isolation. The student demonstrates an understanding of speaking and listening for a variety of purposes. THIS COURSE MUST REFLECT THE GEORGIA STANDARDS OF EXCELLENCE.</p>
<b>Prerequisite</b>	Ninth-Grade Literature and Composition

<b>Course Title</b>	<p>American Literature/Composition Only designated substitutions may be made for this course.</p>
<b>Course Number</b>	23.05100
<b>Course Description</b>	<p>This course focuses on the study of American literature and informational texts, writing modes and genres, and essential conventions for reading, writing, and speaking. The student develops an understanding of chronological context and the relevance of period structures in American literature. The students develop an understanding of the ways the period of literature affects its structure and how the chronology of a work affects its meaning. The students read a variety of informational and literary texts in all genres and modes of discourse. Reading across the curriculum develops students' academic and personal interests in different subjects. While expository writing is the focus in American literature, the students will also demonstrate competency in argumentative and narrative genres. The students will engage in research, timed writing, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking. The students demonstrate an understanding of speaking and listening for a variety of purposes. THIS COURSE MUST REFLECT THE GEORGIA STANDARDS OF EXCELLENCE.</p>
<b>Prerequisite</b>	Tenth Grade Literature/and Composition

<b>Course Title</b>	British Literature/Composition
<b>Course Number</b>	23.05200
<b>Course Description</b>	<p>This course focuses on the study of British literature and informational texts, writing modes and genres, and essential conventions for reading, writing, and speaking. The students develop an understanding of chronological context and the relevance of period structures in British literature. The students develop an understanding of the ways the period of literature affects its structure and how the chronology of a work affects its meaning. The students encounter a variety of informational and literary texts and read texts in all genres and modes of discourse. Reading across the curriculum develops the students' academic and personal interests in different subjects. While the continued focus is expository writing in British literature, the student will also demonstrate competency in argumentative and narrative genres. The students will engage in research, the impact that technology has on writing, timed writing, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking, rather than in isolation. The students demonstrate an understanding of speaking and listening skills for a variety of purposes. THIS COURSE MUST REFLECT THE GEORGIA STANDARDS OF EXCELLENCE.</p>
<b>Prerequisite</b>	American Literature/Composition

<b>Course Title</b>	Contemporary Literature
<b>Course Number</b>	23.06600
<b>Course Description</b>	<p>This course focuses on the short story, non fiction, drama, poetry, and the novel (novella) since 1960. The students explore writing by international authors, focusing on various cultures, genders, races, and writing styles. Students write expository, analytical, and response essays. A research component is critical. The students observe and listen critically and respond appropriately to written and oral communication. Conventions are essential for reading, writing, and speaking. Instruction in language conventions will, therefore, occur within the context of reading, writing, and speaking rather than in isolation. The students understand and acquire new vocabulary and use it correctly in reading, writing, and speaking.</p>
<b>Prerequisite</b>	None

<b>Course Title</b>	Multicultural Literature
<b>Course Number</b>	23.06700
<b>Course Description</b>	The course focuses on world literature and informational texts by and about people of diverse ethnic backgrounds. Students explore themes of linguistic and cultural diversity by comparing, contrasting, analyzing, and critiquing writing styles and universal themes. The students write argumentative, expository, narrative, analytical, and response essays. A research component is critical. The students observe and listen critically and respond appropriately to written and oral communication. Conventions are essential for reading, writing, and speaking. Instruction in language conventions will, therefore, occur within the context of reading, writing, and speaking rather than in isolation. The students understand and acquire new vocabulary and use it correctly in reading, writing, and speaking. THIS COURSE MUST REFLECT THE GEORGIA STANDARDS OF EXCELLENCE.
<b>Prerequisite</b>	None

<b>Course Title</b>	Mythology
<b>Course Number</b>	23.02100
<b>Course Description</b>	This course introduces the importance of myths and tales of classical mythology, focusing on a comparative study of plot, characters, themes, and figurative devices. The course emphasizes the following: critical and analytical skills, vocabulary development, a study of the influences of Greek, Roman, and Norse word origins on the English language, and composition. The study of the relationship between people and their societies is a major emphasis, along with the impact of mythology on the literary world. Writing exploration through media literacy and viewing will be a focus in this course.
<b>Prerequisite</b>	None

<b>Course Title</b>	Journalism I
<b>Course Number</b>	23.03200
<b>Course Description</b>	This course focuses on journalistic writing through analysis of newspapers, yearbooks, literary magazines, and broadcast journalism publications. A concentration on the following components of journalistic writing is critical: influence, purpose, structure, and diction. Reading, writing, and critical thinking are key components as students explore the power and influence of journalism. Students will participate in news gathering, the study of ethics, and the aspects of copywriting, editing, and revising. If a publication is produced, the students will learn the process of publishing.
<b>Prerequisite</b>	None

<b>Course Title</b>	Journalism II
<b>Course Number</b>	23.03300
<b>Course Description</b>	The course offers an advanced study of journalistic writing. Skills from Journalism I are continued; the students focus on a more intense analysis of print and broadcast publications. Students read extensively to explore and analyze the influence of good journalistic writing. This course requires more critical thinking and more in-depth writing.
<b>Prerequisite</b>	Journalism I

<b>Course Title</b>	Journalism III
<b>Course Number</b>	23.03500
<b>Course Description</b>	This course is an extension of Journalism I and II; the students will enhance and hone the skills in journalistic writing, with a main focus on analysis of print and broadcast publications. An in-depth coverage of level-two topics will serve as the main premise. Students will evaluate and apply skills appropriately and efficiently to various publication opportunities and activities.
<b>Prerequisite</b>	Journalism I & II

<b>Course Title</b>	Journalism IV
<b>Course Number</b>	23.03600
<b>Course Description</b>	This course is designed for students who have mastered skills in Journalism III. The students will publish journalistic articles either in a school newspaper (print or electronic) or in the local newspaper. Research and interviews will be required when formulating ideas for writing. The range of opportunities to apply skills will be increased.
<b>Prerequisite</b>	Journalism I, II & III

<b>Course Title</b>	AP Language & Composition/American Literature May substitute for 23.05100.
<b>Course Number</b>	23.05300
<b>Course Description</b>	<p>This course focuses on the study of American literature and informational texts, embracing its rhetorical nature and recognizing the literature as a platform for argument. It also emphasizes a variety of writing modes and genres and the essential conventions of reading, writing, and speaking. The students will develop an understanding of how historical context in American literature affects its structure, meaning, and rhetorical stance. The course will enable students to become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts. The students will encounter a variety of informational, literary, and non-print texts from across the curriculum and read texts in all genres and modes of discourse, as well as visual and graphic images. Instruction in language conventions and essential vocabulary will occur within the context of reading, writing, speaking, and listening. The students will demonstrate an understanding of listening and speaking for a variety of purposes. This course will focus on the consideration of subject, occasion, audience, purpose, speaker, and tone as the guide for effective writing, as well as the way generic conventions and the resources of language contribute to writing effectiveness. The students will compose a variety of writing, including expository, analytical, and argumentative writings which support the academic and professional communication required by colleges; and personal and reflective writings which support the development of writing facility in any context. The students will produce responses to timed writing assignments, as well as writing that proceeds through several stages or drafts, which include opportunities for revision guided by feedback from teacher and peers. Students will analyze primary and secondary sources and develop the research skills needed to effectively synthesize these sources for their writing. An AP syllabus must be submitted and approved by the College Board. (This literature module must be taught in the 11th grade and is recommended as a designated substitute for American Literature.) THIS COURSE MUST ALSO REFLECT THE GEORGIA STANDARDS OF EXCELLENCE.</p>
<b>Prerequisite</b>	None

<b>Course Title</b>	Advanced Placement English Literature and Composition
<b>Course Number</b>	23.06500
<b>Course Description</b>	The course focuses on an intensive study of representative works from various literary genres and periods. The focus is on the complexity and thorough analysis of literary works. The students will explore the social and historical values that works reflect and embody. The textual detail and historical context provide the foundation for interpretation: the experience of literature, the interpretation of literature, and the evaluation of literature. Writing to evaluate a literary work involves making and explaining judgments about its artistry and exploring its underlying social and cultural values through analysis, interpretation, and argument (e.g. expository, analytical, and argumentative essays). The writers will develop stylistic maturity: strong vocabulary, sentence variety, and effective use of rhetoric to maintain voice. An AP syllabus will be submitted and approved by the College Board.
<b>Prerequisite</b>	None

## MATHEMATICS

<b>Course Title</b>	GSE Algebra I for students who entered ninth grade in 2015-2016; student in 2008-2009 or after may substitute this course for 27.08100 or 27.06210 or 27.09710
<b>Course Number</b>	27.09900
<b>Course Description</b>	Algebra I is the first course in a sequence of three high school courses designed to ensure career and college readiness. The course represents a discrete study of algebra with correlated statistics applications. The fundamental purpose of Algebra I is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, organized into units, deepen and extend understanding of functions by comparing and contrasting linear, quadratic, and exponential phenomena. The Mathematical Practice Standards apply throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The pacing suggested allows students to gain a foundation

	<p>in linear, quadratic, and exponential functions before they are brought together to be compared and contrasted. As key characteristics of functions are introduced and revisited, students gain a deeper understanding of such concepts as domain and range, intercepts, increasing/decreasing, relative maximum/minimum, symmetry, end behavior, and the effect of function parameters.</p>
<b>Prerequisite</b>	<p>Successful completion of Grade 8 Mathematics</p> <p>Foundations of Algebra is a required elective course for some students It is paired with Algebra I. The course is designed to reinforce Algebraic concepts and to provide additional support to students in their effort to meet the standards of Algebra I. <b>One full unit of elective credit is earned for this course.</b></p>

<b>Course Title</b>	<p>GSE Geometry for students who entered ninth grade in 2015-2016; student in 2008-2009 or after may substitute this course for 27.08200 or 27.06220 or 27.09720</p>
<b>Course Number</b>	<p>27.09910</p>
<b>Course Description</b>	<p>Geometry is the second course in a sequence of three high school courses designed to ensure career and college readiness. The course represents a discrete study of geometry with correlated statistics applications. Building on standards from middle school, students experiment with transformations in the plane, compare transformations that preserve distance and angle to those that do not and use transformations and proportional reasoning to develop a formal understanding of similarity and congruence. Criteria for similarity and congruence of triangles are examined, facility with geometric proofs is developed, and both are applied in proving theorems and generating geometric constructions involving lines, angles, triangles, and other polygons. Similarity in right triangles is applied to understand right triangle trigonometry. Students apply theorems about circles and extend the study of cross-sections of three-dimensional shapes; use concepts of distance, midpoint, and slope to verify algebraically geometric relationships of figures in the coordinate plane; solve problems involving parallel and perpendicular lines; and develop an understanding of independence and conditional probability to be used to interpret data. The Mathematical Practice Standards apply throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.</p>
<b>Prerequisite</b>	<p>GSE Algebra I</p>

<b>Course Title</b>	GSE Algebra II for students who entered ninth grade in 2015-2016; student in 2008-2009 or after may substitute this course for 27.08300 or 27.06230 or 27.09730
<b>Course Number</b>	27.09920
<b>Course Description</b>	Algebra II is the third course in a sequence of three high school courses designed to ensure career and college readiness. It is designed to prepare students for fourth course options relevant to their career pursuits. It is in this course that students pull together and apply the accumulation of learning that they have from their previous courses, with content grouped into six critical areas, organized into units. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include quadratic (with complex solutions), polynomial, rational, and radical functions. And, finally, students bring together all of their experience with functions to create models and solve contextual problems. The Mathematical Practice Standards apply throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.
<b>Prerequisite</b>	GSE Geometry

<b>Course Title</b>	GSE Pre-Calculus for students who enter ninth grade in 2008-09, 2009-10, 2010-11 and 2011-12 may substitute this course for 27.08400 or 27.06240
<b>Course Number</b>	27.09740
<b>Course Description</b>	Pre-Calculus is a fourth course option for students who have completed Coordinate Algebra/Algebra I, Analytic Geometry/Geometry, and Advanced Algebra/Algebra II. The course focuses on standards to prepare students for a more intense study of mathematics. The critical areas organized in seven units delve deeper into content from previous courses. The study of circles and parabolas is extended to include other conics such as ellipses and hyperbolas. Trigonometric functions are further developed to include inverses, general triangles and identities. Matrices provide an organizational structure in which to represent and solve complex problems. Students expand the concepts of

	complex numbers and the coordinate plane to represent and operate upon vectors. Probability rounds out the course using counting methods, including their use in making and evaluating decisions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.
<b>Prerequisite</b>	Algebra II

<b>Course Title</b>	Advanced Placement Calculus AB
<b>Course Number</b>	27.07200
<b>Course Description</b>	Follows the College Board syllabus for the Advanced Placement Calculus AB Examination. Includes properties of functions and graphs, limits and continuity, differential and integral calculus.
<b>Prerequisite</b>	Pre-Calculus or Accelerated Pre-Calculus

<b>Course Title</b>	Advanced Placement Calculus BC
<b>Course Number</b>	27.07300
<b>Course Description</b>	Conforms to College Board topics for the Advanced Placement Calculus BC Examination. Covers Advanced Placement Calculus AB topics and includes vector functions, parametric equations, conversions, parametrically defined curves, tangent lines, and sequence and series.
<b>Prerequisite</b>	Accelerated Pre-Calculus or AP Calculus AB)

<b>Course Title</b>	Advanced Placement Statistics
<b>Course Number</b>	27.07400
<b>Course Description</b>	Follows the College Board syllabus for the Advanced Placement Statistics Examination. Covers four major themes: exploratory analysis, planning a study, probability, and statistical inference.
<b>Prerequisite</b>	Algebra II

<b>Course Title</b>	College Readiness Mathematics
<b>Course Number</b>	27.08900
<b>Course Description</b>	College Readiness Mathematics is a fourth course option for students who have completed Algebra I or Coordinate Algebra, Geometry or Analytic Geometry, and Algebra II or Advanced Algebra, but are still struggling with high school mathematics standards essential for success in first year post-secondary mathematics courses required for non-STEM majors. The course is designed to serve as a bridge for high school students who will enroll in non-STEM post-secondary study and will serve to meet the high school fourth course graduation requirement. The course has been approved by the University System of Georgia as a fourth mathematics course beyond Algebra II

	or Advanced Algebra for non-STEM majors, so the course will meet the needs of college-bound seniors who will not pursue STEM fields.
<b>Prerequisite</b>	Algebra I <b>or</b> Coordinate Algebra, Geometry <b>or</b> Analytic Geometry, <b>and</b> Algebra II <b>or</b> Advanced Algebra

**SCIENCE**

<b>Course Title</b>	Ecology
<b>Course Number</b>	26.06100
<b>Course Description</b>	This course focuses on the study of the distribution and abundance of life and interactions between and among organisms and their environment, including the impact of human activities on the natural world. It draws on elements from biology, chemistry, physics, mathematics, and the social sciences. This curriculum is lab and field based. Whenever possible careers related to ecology and relevant case studies should be emphasized.
<b>Prerequisite</b>	None

<b>Course Title</b>	Biology I (Grades 9-12)
<b>Course Number</b>	26.01200
<b>Course Description</b>	The Biology curriculum is designed to continue student investigations of the life sciences that began in grades K-8 and provide students the necessary skills to be proficient in biology. This curriculum includes more abstract concepts such as the interdependence of organisms, the relationship of matter, energy, and organization in living systems, the behavior of organisms, and biological evolution. Students will investigate biological concepts through experience in laboratories and field work using the processes of inquiry.
<b>Prerequisite</b>	None

<b>Course Title</b>	Chemistry I
<b>Course Number</b>	40.05100
<b>Course Description</b>	<p>The Chemistry curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to be proficient in chemistry. This curriculum includes more abstract concepts such as the structure of atoms, structure and properties of matter, characterization of the properties that describe solutions and the nature of acids and bases, and the conservation and interaction of energy and matter. Students investigate chemistry concepts through experience in laboratories and field work using the processes of inquiry.</p>
<b>Prerequisite</b>	Biology and GSE Algebra I

<b>Course Title</b>	Physics I
<b>Course Number</b>	40.08100
<b>Course Description</b>	<p>The Physics curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to be proficient in physics. This curriculum includes more abstract concepts such as interactions of matter and energy, velocity, acceleration, force, energy, momentum, and charge. This course introduces the students to the study of the connection to Newtonian physics given by quantum mechanics and relativity. Students investigate physics concepts through experience in laboratories and field work using the processes of inquiry.</p>
<b>Prerequisite</b>	Passed Coor Algebra/GSE Algebra I, Analytic Geometry/GSE Geometry, enrolled in Adv Algebra/GSE Algebra II or above

<b>Course Title</b>	Physical Science (Grades 9-12)
<b>Course Number</b>	40.01100
<b>Course Description</b>	The Physical Science curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to have a richer knowledge base in physical science. This course is designed as a survey course of chemistry and physics. This curriculum includes the more abstract concepts such as the conceptualization of the structure of atoms, motion and forces, and the conservation of energy and matter, the action/reaction principle, and wave behavior. Students investigate physical science concepts through experience in laboratories and field work using the processes of inquiry.
<b>Prerequisite</b>	None

<b>Course Title</b>	Human Anatomy/Physiology
<b>Course Number</b>	26.07300
<b>Course Description</b>	The human anatomy and physiology curriculum is designed to continue student investigations that began in grades K-8 and high school biology. This curriculum is extensively performance and laboratory based. It integrates the study of the structures and functions of the human body, however rather than focusing on distinct anatomical and physiological systems (respiratory, nervous, etc.) instruction should focus on the essential requirements for life. Areas of study include organization of the body; protection, support and movement; providing internal coordination and regulation; processing and transporting; and reproduction, growth and development. Chemistry should be integrated throughout anatomy and not necessarily taught as a standalone unit. Whenever possible, careers related to medicine, research, health-care and modern medical technology should be emphasized throughout the curriculum. Case studies concerning diseases, disorders and ailments (i.e. real-life

	applications) should be emphasized.
<b>Prerequisite</b>	Passed Biology, Physical Science or Chemistry

<b>Course Title</b>	Forensic Science
<b>Course Number</b>	40.09300
<b>Course Description</b>	In this course students will learn the scientific protocols for analyzing a crime scene, how to use chemical and physical separation methods to isolate and identify materials, how to analyze biological evidence and the criminal use of tools, including impressions from firearms, tool marks, arson, and explosive evidence.
<b>Prerequisite</b>	Passed Biology, Chemistry, and Coor Algebra/GSE Algebra I

<b>Course Title</b>	Environmental Science
<b>Course Number</b>	26.06110
<b>Course Description</b>	The Environmental Science curriculum is designed to extend student investigations that began in grades K-8. This curriculum is extensively performance, lab and field based. It integrates the study of many components of our environment, including the human impact on our planet. Instruction should focus on student data collection and analysis. Some concepts are global; in those cases, interpretation of global data sets from scientific sources is strongly recommended. It would be appropriate to utilize resources on the Internet for global data sets and interactive models. Chemistry, physics, mathematical, and technological concepts should be integrated throughout the course. Whenever possible, careers related to environmental science should be emphasized.
<b>Prerequisite</b>	None

<b>Course Title</b>	Earth Systems
<b>Course Number</b>	40.06400
<b>Course Description</b>	<p>Earth Systems Science is designed to continue student investigations that began in K-8 Earth Science and Life Science curricula and investigate the connections among Earth's systems through Earth history. These systems – the atmosphere, hydrosphere, geosphere, and biosphere – interact through time to produce the Earth's landscapes, ecology, and resources. This course develops the explanations of phenomena fundamental to the sciences of geology and physical geography, including the early history of the Earth, plate tectonics, landform evolution, the Earth's geologic record, weather and climate, and the history of life on Earth. Instruction should focus on inquiry and development of scientific explanations, rather than mere descriptions of phenomena. Case studies, laboratory exercises, maps, and data analysis should be integrated into units. Special attention should be paid to topics of current interest (e.g., recent earthquakes, tsunamis, global warming, price of resources) and to potential careers in geosciences.</p>
<b>Prerequisite</b>	None

<b>Course Title</b>	Advanced Placement Chemistry
<b>Course Number</b>	40.05300
<b>Course Description</b>	<p>This course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Students should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. AP chemistry students should study topics related to the structure and states of matter (atomic theory, atomic structure, chemical bonding, nuclear chemistry, gas laws, kinetic molecular theory, liquids and solids and solutions), chemical reactions (reaction types, stoichiometry, equilibrium, kinetics, and thermodynamics), and descriptive chemistry (chemical reactivity, products of chemical reactions, relationships in the periodic table, and organic chemistry). To develop the requisite intellectual and laboratory skills, AP Chemistry students need adequate classroom and laboratory time. It is expected that a minimum of 290 minutes per week will be allotted for an AP Chemistry course. Of that time, a minimum of 90 minutes per week, preferably in one session, should be spent in the lab. The AP Chemistry course is</p>

	designed to be taken after the completion of a first course in high school chemistry. In addition, the recommended mathematics prerequisite for an AP Chemistry class is the successful completion of a second-year algebra course. It is highly desirable that a student have a course in secondary school physics and a four-year college preparatory program in mathematics. (College Board course description September 2007)
<b>Prerequisite</b>	Chemistry I, Enrolled in Adv Algebra or GSE Algebra II

<b>Course Title</b>	Advanced Placement Biology (Grades 9-12) May substitute for 26.01200
<b>Course Number</b>	26.01400
<b>Course Description</b>	This course is designed to be the equivalent of a two semester college introductory biology course usually taken by biology majors during their first year. The AP Biology course is designed to be taken by students after the successful completion of a first course in high school biology and on in high school chemistry. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. The topics covered in the course are molecules and cells, heredity and evolution, and organisms and populations. (College Board course description September 2007)
<b>Prerequisite</b>	Passed Biology I and Chemistry I

<b>Course Title</b>	Advanced Placement Environmental Science
<b>Course Number</b>	26.06200
<b>Course Description</b>	AP Environmental Science is designed to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. The following themes provide a foundation for the structure of the AP Environmental Science course: (1) Science is a process, (2) Energy conversions underlie all ecological processes, (3) The Earth itself is one interconnected system, (4) Humans alter natural systems, (5) Environmental problems have a cultural and social context, and (6) Human survival depends on developing practices that will achieve sustainable systems.

	(Advanced Placement Course Description, May 1997. The College Board.)
<b>Prerequisite</b>	Passed Biology I and Chemistry I

<b>Course Title</b>	Advanced Placement Physics 1
<b>Course Number</b>	40.08310
<b>Course Description</b>	AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills.
<b>Prerequisite</b>	Passed Coor Algebra/GSE Algebra, Analytic Geometry/GSE Geometry, and enrolled in Advanced Algebra/GSE Algebra II or above

<b>Course Title</b>	Advanced Placement Physics 2
<b>Course Number</b>	40.08320
<b>Course Description</b>	AP Physics 2 is an algebra-based, introductory college-level physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills.
<b>Prerequisite</b>	Passed Coor Algebra/GSE Algebra, Analytic Geometry/GSE Geometry, and enrolled in Advanced Algebra/GSE Algebra II or above

<b>Course Title</b>	Epidemiology
<b>Course Number</b>	26.06500
<b>Course Description</b>	The epidemiology curriculum is designed to extend student investigations that begin in Biology. This curriculum is performance-based. It integrates scientific investigations using real world situations to find patterns and determine causation of pathological conditions. Instruction should focus on the design, implementation, and evaluation of studies to increase students' media literacy and their understanding of public health. This course should expand their understanding of the scientific methods and develop critical thinking skills.
<b>Prerequisite</b>	None

<b>Course Title</b>	Geology
<b>Course Number</b>	40.06300
<b>Course Description</b>	This course is designed to give the student a scientific introduction to the structure of the earth, its origin and history. Students will study the geological timetable, biogeochemical cycles, forces affecting landforms structures, plate tectonics, rock and mineral classification, and the geology of Georgia as well as the stewardship of our geological resources. Appropriate laboratory activities and everyday technological applications reinforce the major concepts being studied.
<b>Prerequisite</b>	None

**SOCIAL STUDIES**

<b>Course Title</b>	American Government/Civics
<b>Course Number</b>	45.05700
<b>Course Description</b>	An in-depth study of the American political system. This course focuses on the foundation, principles and structure of the American system of government, examines the role of political parties, social factors as they relate to the role of the citizen, and analyzes the decision-making process that is a part of the system of American political behavior. This course meets the state's Citizenship requirement for graduation.
<b>Prerequisite</b>	None

<b>Course Title</b>	World History
<b>Course Number</b>	45.08300
<b>Course Description</b>	A survey course beginning with the earliest civilizations and highlighting important developments throughout the world until the early 21st century. The course includes topics related to Early Civilizations and Classical Empires; Growth, Expansion, and the Emergence of the Modern World; Global Interaction and Conflict; and the Contemporary World.
<b>Prerequisite</b>	

<b>Course Title</b>	Advanced Placement World History (may substitute for 45.08300)
<b>Course Number</b>	45.08110
<b>Course Description</b>	Conforms to the College Board topics for Advanced Placement World History. Includes study of cultural, political, social and economic history. Stresses research and writing skills. (May substitute for 45.08300)
<b>Prerequisite</b>	

<b>Course Title</b>	United States History
<b>Course Number</b>	45.08100
<b>Course Description</b>	Examines the history of the United States beginning with the British settlement of North America . The course's main focus is the development of the United States in the 20th and 21st centuries. The course includes topics related to Colonization through the Constitution; New Republic to Reconstruction; Industrialization, Reform, and Imperialism; Establishment as a World Power; and the Modern Era.
<b>Prerequisite</b>	

<b>Course Title</b>	Advanced Placement European History
<b>Course Number</b>	45.08400
<b>Course Description</b>	Conforms to College Board topics for the Advanced Placement European History Examination. Covers intellectual and cultural history, political and diplomatic history and social and economic history.
<b>Prerequisite</b>	

<b>Course Title</b>	Economics/Business/Free Enterprise
<b>Course Number</b>	45.06100
<b>Course Description</b>	An introductory course into the principles of economics. The course includes topics related to Fundamental Economic Concepts, Microeconomics Concepts, Macroeconomics Concepts, International Economics, and Personal Finance Economics.
<b>Prerequisite</b>	

<b>Course Title</b>	Advanced Placement Macroeconomics (may substitute for 45.06100)
<b>Course Number</b>	45.06200
<b>Course Description</b>	Conforms to College Board topics for the Advanced Placement Macroeconomics Examination. Covers basic economic concepts, measurement of economic performance, national income and price determination and international economics and growth. (may substitute for 45.06100)
<b>Prerequisite</b>	None

<b>Course Title</b>	Advanced Placement Microeconomics (may substitute for 45.06100)
<b>Course Number</b>	45.06300
<b>Course Description</b>	Conforms to College Board topics for the Advanced Placement Microeconomics Examination. Covers basic economic concepts, the nature and functions of product markets, factor markets and efficiency, equity and the role of government. (may substitute for 45.06100)
<b>Prerequisite</b>	None

<b>Course Title</b>	Psychology
<b>Course Number</b>	45.01500
<b>Course Description</b>	Investigates the principles of psychology, developmental psychology, heredity and environmental aspects of psychology, learning theory, personality, intelligence, social disorders and research methods used in the study of psychology. Integrates and reinforces social studies skills.
<b>Prerequisite</b>	None

<b>Course Title</b>	Sociology
<b>Course Number</b>	45.03100
<b>Course Description</b>	Investigates principles of sociology, the individual in groups, social institutions, social control and the use of research methods to examine social problems. Integrates and reinforces social studies skills.
<b>Prerequisite</b>	None

<b>Course Title</b>	US History in Film
<b>Course Number</b>	45.08120

<b>Course Description</b>	Explores United States History through film. This course includes analysis and interpretation of events through both print and film. There are no QCC's or GPS's associated with this course.
<b>Prerequisite</b>	None

<b>Course Title</b>	US & World Affairs
<b>Course Number</b>	45.09100
<b>Course Description</b>	Focuses on global interrelationships, analyzing strategic geographic, political, economic and social issues that influence the United States' relationships with other countries in an interdependent world.
<b>Prerequisite</b>	None

<b>Course Title</b>	Advanced Placement Psychology
<b>Course Number</b>	45.01600
<b>Course Description</b>	Conforms to College Board topics for the Advanced Placement Introductory Psychology Examination. Covers methods, approaches and the history of psychology as a science, biological bases of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, developmental psychology, personality, testing and individual differences, abnormal psychology, treatment of psychological disorders and social psychology.
<b>Prerequisite</b>	None

<b>Course Title</b>	Advanced Placement Government/Politics: Comparative
<b>Course Number</b>	45.05300
<b>Course Description</b>	Conforms to College Board topics for the Advanced Placement Comparative Government and Politics Examination. Covers sources of public authority and political power, society and politics, citizen and state, political framework, political change and an introduction to comparative politics.
<b>Prerequisite</b>	None

<b>Course Title</b>	Advanced Placement Government/Politics: United States (may substitute for 45.05700)
<b>Course Number</b>	45.05200
<b>Course Description</b>	Conforms to College Board topics for the Advanced Placement United States Government and Politics Examination. Covers federalism, separation of powers, influences on the formulation and adoption of the Constitution, political beliefs, political parties and elections, interest groups, institutions and policy processes and civil liberties and civil rights. (may substitute for 45.05700)
<b>Prerequisite</b>	

<b>Course Title</b>	Advanced Placement Human Geography
<b>Course Number</b>	45.07700
<b>Course Description</b>	The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socio economic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012).
<b>Prerequisite</b>	None

<b>Course Title</b>	Advanced Placement United States History (may substitute for 45.08100)
<b>Course Number</b>	45.08200
<b>Course Description</b>	Conforms to College Board topics for the Advanced Placement United States History Examination. 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, Progressive Era, World War I, Depression, New Deal, World War II, The Cold War, through modern times. (May substitute for 45.08100)
<b>Prerequisite</b>	None

## World Languages

<b>Course Title</b>	Spanish I
<b>Course Number</b>	60.7100
<b>Course Description</b>	Introduces the Spanish language; emphasizes all skills: listening, speaking, reading, and writing skills in an integrated way. Includes how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to develop an understanding of Spanish-speaking cultures.
<b>Prerequisite</b>	None

<b>Course Title</b>	Spanish II
<b>Course Number</b>	60.07200
<b>Course Description</b>	Enhances Level One skills in Spanish and provides opportunities to develop listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in 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 increase understanding of Spanish-speaking cultures.
<b>Prerequisite</b>	Spanish I

<b>Course Title</b>	Spanish III
<b>Course Number</b>	60.07300
<b>Course Description</b>	Enhances Level Two skills in Spanish and provides further opportunities to increase listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in previous topics and introduces new topics; offers further opportunities to increase understanding of Spanish-speaking cultures.

<b>Prerequisite</b>	Spanish I & Spanish II
---------------------	------------------------

<b>Course Title</b>	German I
<b>Course Number</b>	61.01100
<b>Course Description</b>	Introduces the German language; emphasizes all skills: listening, speaking, reading, and writing in an integrated way. Includes how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to develop an understanding of German-speaking cultures.
<b>Prerequisite</b>	None

<b>Course Title</b>	German II
<b>Course Number</b>	61.01200
<b>Course Description</b>	Enhances Level One skills in German and provides opportunities to develop listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in 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 increase understanding of German-speaking cultures.
<b>Prerequisite</b>	German I

<b>Course Title</b>	German III
<b>Course Number</b>	61.01300
<b>Course Description</b>	Enhances Level Two skills in German and provides further opportunities to increase listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in previous topics and introduces new topics; offers further opportunities to increase understanding of German-speaking cultures.
<b>Prerequisite</b>	German I & II

<b>Course Title</b>	French I
<b>Course Number</b>	60.01100
<b>Course Description</b>	Introduces the French language; emphasizes all skills: listening, speaking, reading, and writing in an integrated way. Includes how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to develop an understanding of French-speaking cultures.
<b>Prerequisite</b>	None

<b>Course Title</b>	French II
<b>Course Number</b>	60.01200
<b>Course Description</b>	Enhances Level One skills in French and provides opportunities to develop listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in how to greet and take leave of someone, to ask and respond to basic questions, and to speak and read within a range of carefully selected topics. Provides opportunities to increase understanding of French-speaking cultures.
<b>Prerequisite</b>	French I

<b>Course Title</b>	French III
<b>Course Number</b>	60.01300
<b>Course Description</b>	Enhances Level Two skills in French and provides further opportunities to increase listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in previous topics and introduces new topics; offers further opportunities to increase understanding of French-speaking cultures.
<b>Prerequisite</b>	French I & II

<b>Course Title</b>	Advanced Placement Spanish/Language
<b>Course Number</b>	60.07700
<b>Course Description</b>	Conforms to College Board topics for the Advanced Placement Spanish Language Examination. Emphasizes the ability to comprehend formal and informal spoken Spanish, to acquire the vocabulary and grasp of structure to read newspapers, magazines and Hispanic literature, to compose expository passages and to speak accurately and fluently.
<b>Prerequisite</b>	Spanish I, II, and III

## PHYSICAL EDUCATION

<b>Course Title</b>	Health/Personal Fitness
<b>Course Number</b>	36.05800 Note: This course includes all standards from both of the required one half unit courses - Health (17.01100) and Personal Fitness (36.05100).
<b>Course Description</b>	Provides instruction in methods to attain a healthy level of physical fitness. Covers how to develop a lifetime fitness program based on a personal fitness assessment and stresses strength, muscular endurance, flexibility, body composition and cardiovascular endurance. Includes fitness principles, nutrition, fad diets, weight control, stress management, adherence strategies and consumer information; promotes self-awareness and responsibility for fitness. Explores the mental, physical and social aspects of life and how each contributes to total health and well-being. Emphasizes safety, nutrition, mental health, substance abuse prevention, disease prevention, environmental health, family life education, health careers, consumer health , and community health.
<b>Prerequisite</b>	None. Required Ninth Grade Elective

<b>Course Title</b>	Introductory Lifetime Sports
<b>Course Number</b>	36.02200
<b>Course Description</b>	Introduces fundamental skills, strategies, and rules associated with lifetime sports such as bowling, golf, tennis, racquetball, baseball, badminton, roller skating, and skiing.
<b>Prerequisite</b>	None

<b>Course Title</b>	Intermediate Lifetime Sports
<b>Course Number</b>	36.03200
<b>Course Description</b>	Enhances skills and strategies in lifetime sports such as bowling, golf, tennis, racquetball, baseball, badminton, roller skating and skiing.
<b>Prerequisite</b>	Intro Lifetime Sports

<b>Course Title</b>	Advanced Lifetime Sports
<b>Course Number</b>	36.04200
<b>Course Description</b>	Refines skills and explores the technical aspects of lifetime sports.
<b>Prerequisite</b>	Introductory Lifetime Sports & Intermediate Lifetime Sports

<b>Course Title</b>	Introductory Team Sports
<b>Course Number</b>	36.02100
<b>Course Description</b>	Introduces fundamental skills, strategies, and rules associated with team sports such as basketball, volleyball, soccer, softball, baseball, field hockey, lacrosse, team handball, and flag football.
<b>Prerequisite</b>	None

<b>Course Title</b>	Intermediate Team Sports
<b>Course Number</b>	36.03100

<b>Course Description</b>	Enhances skills and strategies in team sports such as basketball, volleyball, soccer, softball, baseball, field hockey, lacrosse, team handball and flag football.
<b>Prerequisite</b>	Introductory Team Sports

<b>Course Title</b>	Advanced Team Sports
<b>Course Number</b>	36.04100
<b>Course Description</b>	Provides opportunities to officiate and to enhance skills in team sports strategies.
<b>Prerequisite</b>	Introductory Team Sports & Intermediate Team Sports

<b>Course Title</b>	Weight Training
<b>Course Number</b>	36.05400

<b>Course Description</b>	Introduces weight training; emphasizes strength development training and proper lifting techniques. Includes fitness concepts for developing healthy lifestyle habits.
<b>Prerequisite</b>	None

<b>Course Title</b>	Advanced Weight Training
<b>Course Number</b>	36.06400
<b>Course Description</b>	Increases strength and cardiovascular fitness through an individualized weight training program. Emphasizes self-management and adherence strategies.
<b>Prerequisite</b>	Weight Training

<b>Course Title</b>	Physical Conditioning
<b>Course Number</b>	36.05200
<b>Course Description</b>	Provides opportunities to participate in a variety of activities to enhance flexibility, muscular strength and endurance, cardiovascular endurance and body composition. Includes fitness concepts for the development of healthy lifestyle habits.
<b>Prerequisite</b>	None

<b>Course Title</b>	Advanced Physical Conditioning
---------------------	--------------------------------

<b>Course Number</b>	36.06200
<b>Course Description</b>	Enhances cardiovascular endurance, flexibility, muscular strength and endurance and body composition. Emphasizes self-management and adherence strategies.
<b>Prerequisite</b>	Physical Conditioning

<b>Course Title</b>	Body Sculpting
<b>Course Number</b>	36.05600
<b>Course Description</b>	Provides methods to redefine body shape through specific exercises. Covers weight training, conditioning exercises and proper nutrition to improve muscle tone, muscle definition, posture, bodily proportions, overall condition of the body and increase energy levels. Based on the American College of Sports Medicine guidelines for fitness and conditioning programs.
<b>Prerequisite</b>	None

<b>Course Title</b>	Advanced Body Sculpting
<b>Course Number</b>	36.06600
<b>Course Description</b>	Provides additional opportunities to redefine body shape through specific exercises. Covers weight training, conditioning exercises and proper nutrition to improve muscle tone, muscle definition, posture, bodily proportions, overall condition of the body and increase energy levels. Based on the American College of Sports Medicine guidelines for fitness and conditioning programs. Promotes healthy means to body sculpting goals.

<b>Course Description</b>	
<b>Prerequisite</b>	Body Sculpting

<b>Course Title</b>	Exercise & Weight Control
<b>Course Number</b>	36.05500
<b>Course Description</b>	Provides safe, effective and physiologically sound ways to manage weight and alter metabolism and body composition. Includes consumer information on products, programs and fitness concepts for developing healthy lifestyle habits.
<b>Prerequisite</b>	None

<b>Course Title</b>	Advanced Exercise & Weight Control
<b>Course Number</b>	36.06500
<b>Course Description</b>	Provides self-management and adherence strategies to continue weight control through a safe and effective exercise program.
<b>Prerequisite</b>	Exercise & Weight Control

<b>Course Title</b>	General Physical Education I
<b>Course Number</b>	36.01100
<b>Course Description</b>	Focuses on any combination or variety of team sports, lifetime sports, track and field events, aquatics/water sports, outdoor education experiences, rhythmic/dance, recreational games, gymnastics, and self-defense. Provides basic methods to attain a healthy and active lifestyle.
<b>Prerequisite</b>	Requires an application and approval by the teacher.

<b>Course Title</b>	General Physical Education II
<b>Course Number</b>	36.01200
<b>Course Description</b>	Enhances level-one skills in any different combination or variety of team sports, lifetime sports, track and field events, aquatics/water sports, outdoor education experiences, rhythmic/dance, recreational games, gymnastics, and self-defense. Further promotes methods to attain a healthy and active lifestyle.
<b>Prerequisite</b>	Requires an application and approval by the teacher.

**BAND**

<b>Course Title</b>	Beginning Band I
<b>Course Number</b>	53.03610

<b>Course Description</b>	Provides opportunities to develop performance skills on a wind or percussion instrument. Emphasizes performance and production; may include analysis, historical and cultural influences, improvisation and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences.
<b>Prerequisite</b>	None

<b>Course Title</b>	Beginning Band II
<b>Course Number</b>	53.03620
<b>Course Description</b>	Enhances level-one skills. Provides opportunities to continue development of performance skills on a wind or percussion instrument. Continues emphasis on performance, production, analysis and appreciation of music. Stresses individualized learning and group experiences.
<b>Prerequisite</b>	Beginning Band I

<b>Course Title</b>	Intermediate Band I
<b>Course Number</b>	53.03710

<b>Course Description</b>	Provides opportunities for intermediate-level performers to increase performance skills and precision on a wind or percussion instrument. Includes performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses individual progress and learning and group experiences; strengthens reading skills.
<b>Prerequisite</b>	Beginning Band I & II

<b>Course Title</b>	Intermediate Band II
<b>Course Number</b>	53.03720
<b>Course Description</b>	Enhances level-one skills and provides further opportunities for intermediate-level performers to develop reading techniques and increase performance skills. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses individualized learning and group experiences.
<b>Prerequisite</b>	Intermediate Band I

<b>Course Title</b>	Advanced Band I
<b>Course Number</b>	53.03810

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

<b>Course Title</b>	Advanced Band II
<b>Course Number</b>	53.03820
<b>Course Description</b>	Enhances level-one skills and provides further opportunities for advanced-level performers to develop and refine performance skills and precision on a wind or percussion instrument. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress, individual learning strategies and ensemble experiences.
<b>Prerequisite</b>	Advanced Band I

<b>Course Title</b>	Mastery Band I
<b>Course Number</b>	53.03910

<b>Course Description</b>	Mastery Band I allows students to develop master skills in music reading and performance techniques. A variety of mastery band literature of various historical and contemporary styles and genres is performed. Students extend their knowledge of music theory, including analysis of form. They explore compositional and improvisational techniques of instrumental music.
<b>Prerequisite</b>	Advanced Band I & II

<b>Course Title</b>	Mastery Band II
<b>Course Number</b>	53.03920
<b>Course Description</b>	Mastery Band II allows students to continue to develop master skills in music reading and performance techniques. A variety of mastery band literature of various historical and contemporary styles and genres is performed. Students extend their knowledge of music theory, including analysis of form. They explore compositional and improvisational techniques of instrumental music.
<b>Prerequisite</b>	Mastery Band I

<b>Course Title</b>	Beginning Instrumental Ensemble I
<b>Course Number</b>	53.07410

<b>Course Description</b>	Offers smaller ensemble experience for instrumentalists in large band and orchestra. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences and music appreciation.
<b>Prerequisite</b>	None

<b>Course Title</b>	Beginning Instrumental Ensemble II
<b>Course Number</b>	53.07420
<b>Course Description</b>	Enhances level-one skills and provides further opportunities to develop performance skills and knowledge in ensemble music. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences and music appreciation.
<b>Prerequisite</b>	Beginning Instrumental Ensemble I

<b>Course Title</b>	Intermediate Instrumental Ensemble I
<b>Course Number</b>	53.07510
	Students are selected by director's recommendation. Offers intermediate-level performers an alternative ensemble experience to large band and orchestra. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences, and music appreciation.

<b>Course Description</b>	
<b>Prerequisite</b>	Beginning Instrumental Ensemble I & II or director's recommendation

<b>Course Title</b>	Intermediate Instrumental Ensemble II
<b>Course Number</b>	53.07520
<b>Course Description</b>	Students are selected by director's recommendation. Enhances level-one skills and provides further opportunities for intermediate-level performers to increase performance skills and knowledge in ensemble music. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences, and music appreciation.
<b>Prerequisite</b>	Intermediate Instrumental Ensemble I or director's recommendation

<b>Course Title</b>	Advanced Instrumental Ensemble I
<b>Course Number</b>	53.07610
<b>Course Description</b>	Students are selected by director's recommendation. Offers advanced-level performers an alternative ensemble experience to large band and orchestra. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences, and music appreciation.
<b>Prerequisite</b>	Intermediate Instrumental Ensemble I, II, III, & IV or director's recommendation

<b>Course Title</b>	Advanced Instrumental Ensemble II
---------------------	-----------------------------------

<b>Course Number</b>	53.07620
<b>Course Description</b>	Students are selected by director's recommendation. Enhances level-one skills and provides further opportunities for advanced-level performers to increase performance skills and knowledge in ensemble music. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences, and music appreciation.
<b>Prerequisite</b>	Advanced Instrumental Ensemble I or director's recommendation

<b>Course Title</b>	Advanced Instrumental Ensemble III
<b>Course Number</b>	53.07630
<b>Course Description</b>	Students are selected by director's recommendation. Enhances level-two skills and provides further opportunities for advanced-level performers to increase performance skills and knowledge in ensemble music. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences, and music appreciation.
<b>Prerequisite</b>	Advanced Instrumental Ensemble I & II or director's recommendation

<b>Course Title</b>	Advanced Instrumental Ensemble IV
<b>Course Number</b>	53.07640
<b>Course Description</b>	Students are selected by director's recommendation. Enhances level-three skills and provides further opportunities for advanced-level performers to increase performance skills and knowledge in ensemble music. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences, and music appreciation.

<b>Course Description</b>	
<b>Prerequisite</b>	Advanced Instrumental Ensemble I, II, & III or director's recommendation

**CHORUS**

<b>Course Title</b>	Beginning Chorus I
<b>Course Number</b>	54.02110
<b>Course Description</b>	Provides opportunities to develop performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences.
<b>Prerequisite</b>	None

<b>Course Title</b>	Beginning Chorus II
<b>Course Number</b>	54.02120
	Enhances level-one skills and provides further opportunities to develop performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

<b>Course Description</b>	
<b>Prerequisite</b>	Beginning Chorus I

<b>Course Title</b>	Intermediate Chorus I
<b>Course Number</b>	54.02210
<b>Course Description</b>	Provides intermediate-level performers opportunities to increase performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self paced progress through all four levels. Stresses individual progress and group experiences.
<b>Prerequisite</b>	Beginning Chorus I & II

<b>Course Title</b>	Intermediate Chorus II
<b>Course Number</b>	54.02220
<b>Course Description</b>	Enhances level-one skills and provides intermediate-level performers further opportunities to increase performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.
<b>Prerequisite</b>	Intermediate Chorus I

<b>Course Title</b>	Advanced Chorus I
<b>Course Number</b>	54.02310
<b>Course Description</b>	Provides advanced-level performers opportunities to increase performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self paced progress through all four levels. Stresses individual progress and group experiences.
<b>Prerequisite</b>	Intermediate Chorus I & II

<b>Course Title</b>	Advanced Chorus II
<b>Course Number</b>	54.02320
<b>Course Description</b>	Enhances level-one skills and provides advanced-level performers further opportunities to increase performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.
<b>Prerequisite</b>	Advanced Chorus I

<b>Course Title</b>	Mastery Mixed Chorus I
<b>Course Number</b>	54.02350

<b>Course Description</b>	This course provides opportunities for mastery-level performers to increase performance skills and knowledge in choral singing. It covers performance and production of more complex choral literature with an emphasis on analysis and theoretical studies, historical and cultural contributions and influences, and the creative aspects of music and music appreciation. An emphasis is placed on self-paced progress and a variety of group experiences.
<b>Prerequisite</b>	Advanced Chorus I & II

<b>Course Title</b>	Mastery Mixed Chorus II
<b>Course Number</b>	54.02360
<b>Course Description</b>	Enhances level-one skills and provides further opportunities for mastery-level performers to increase performance skills and knowledge in choral singing. Covers performance and production of more complex choral literature with an emphasis on analysis and theoretical studies, historical and cultural contributions and influences, and the creative aspects of music and music appreciation. Stresses self-paced progress and a variety of group experiences.
<b>Prerequisite</b>	Mastery Mixed Chorus I

<b>Course Title</b>	Beginning Women's Chorus I
<b>Course Number</b>	54.02410
<b>Course Description</b>	Provides opportunities for young women to develop performance skills and knowledge in all-female chorus singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.
<b>Prerequisite</b>	None

<b>Course Title</b>	Beginning Women's Chorus II
<b>Course Number</b>	54.02420
<b>Course Description</b>	Enhances level-one skills and provides further opportunities for young women to develop performance skills and knowledge in all-female choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.
<b>Prerequisite</b>	Beginning Women's Chorus I

<b>Course Title</b>	Intermediate Women's Chorus I
<b>Course Number</b>	54.02510
<b>Course Description</b>	Provides opportunities for intermediate-level female performers to increase performance skills and knowledge in all-female choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences.
<b>Prerequisite</b>	Beginning Women's Chorus I & II

<b>Course Title</b>	Intermediate Women's Chorus II
<b>Course Number</b>	54.02520
<b>Course Description</b>	Enhances level-one skills and provides further opportunities for intermediate-level female performers to increase performance skills and knowledge in all-female choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.
<b>Prerequisite</b>	Intermediate Women's Chorus I

<b>Course Title</b>	Advanced Women's Chorus I
<b>Course Number</b>	54.02610
<b>Course Description</b>	Provides opportunities for advanced-level female performers to increase performance skills and knowledge in all-female choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.
<b>Prerequisite</b>	Intermediate Women's Chorus I & II

<b>Course Title</b>	Advanced Women's Chorus II
<b>Course Number</b>	54.02620
<b>Course Description</b>	Enhances level-one skills and provides further opportunities for advanced-level female performers to increase performance skills and knowledge in all-female choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.
<b>Prerequisite</b>	Advanced Women's Chorus I

<b>Course Title</b>	Mastery Women's Chorus I
<b>Course Number</b>	54.02650
<b>Course Description</b>	This course provides opportunities for mastery-level female performers to increase performance skills and knowledge in all-female choral singing. It covers performance and production of more complex choral literature with an emphasis on analysis and theoretical studies, historical and cultural contributions and influences, and the creative aspects of music and music appreciation. An emphasis is placed on self-paced progress and a variety of group experiences.
<b>Prerequisite</b>	Advanced Women's Chorus I & II

<b>Course Title</b>	Mastery Women's Chorus II
<b>Course Number</b>	54.02660
<b>Course Description</b>	Enhances level-one skills and provides further opportunities for mastery-level female performers to increase performance skills and knowledge in all-female choral singing. Covers performance and production of more complex choral literature with an emphasis on analysis and theoretical studies, historical and cultural contributions and influences, and the creative aspects of music and music appreciation. Stresses self-paced progress and a variety of group experiences.
<b>Prerequisite</b>	Mastery Women's Chorus I

<b>Course Title</b>	Beginning Men's Chorus i
<b>Course Number</b>	54.02710
<b>Course Description</b>	Provides opportunities for young men to develop performance skills and knowledge in all-male choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences.
<b>Prerequisite</b>	None

<b>Course Title</b>	Beginning Men's Chorus II
<b>Course Number</b>	54.02720

<b>Course Description</b>	Enhances level-one skills and provides further opportunities for young men to develop performance skills and knowledge in all-male choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.
<b>Prerequisite</b>	Beginning Men's Chorus I

<b>Course Title</b>	Intermediate Men's Chorus I
<b>Course Number</b>	54-02810
<b>Course Description</b>	Provides opportunities for intermediate-level male performers to increase performance skills and knowledge in all-male choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences.
<b>Prerequisite</b>	Beginning Men's Chorus I & II

<b>Course Title</b>	Intermediate Men's Chorus II
<b>Course Number</b>	54.02820
<b>Course Description</b>	Enhances level-one skills and provides further opportunities for intermediate-level male performers to increase performance skills and knowledge in all-male choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.
<b>Prerequisite</b>	Intermediate Men's Chorus I

<b>Course Title</b>	Advanced Men's Chorus I
<b>Course Number</b>	54.02910
<b>Course Description</b>	Provides opportunities for advanced-level male performers to increase performance skills and knowledge in all-male choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.
<b>Prerequisite</b>	Intermediate Men's Chorus I & II

<b>Course Title</b>	Advanced Men's Chorus II
<b>Course Number</b>	54.02920
<b>Course Description</b>	Enhances level-one skills and provides further opportunities for advanced-level male performers to increase performance skills and knowledge in all-male choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.
<b>Prerequisite</b>	Advanced Men's Chorus I

<b>Course Title</b>	Mastery Men's Chorus I
<b>Course Number</b>	54.02950

<b>Course Description</b>	This course provides opportunities for mastery-level male performers to increase performance skills and knowledge in all-male choral singing. It covers performance and production of more complex choral literature with an emphasis on analysis and theoretical studies, historical and cultural contributions and influences, and the creative aspects of music and music appreciation. An emphasis is placed on self-paced progress and a variety of group experiences.
<b>Prerequisite</b>	Advanced Men's Chorus I & II

<b>Course Title</b>	Mastery Men's Chorus II
<b>Course Number</b>	54.02960
<b>Course Description</b>	Enhances level-one skills and provides further opportunities for mastery-level male performers to increase performance skills and knowledge in all-male choral singing. Covers performance and production of more complex choral literature with an emphasis on analysis and theoretical studies, historical and cultural contributions and influences, and the creative aspects of music and music appreciation. Stresses self-paced progress and a variety of group experiences.
<b>Prerequisite</b>	Mastery Men's Chorus I

<b>Course Title</b>	Advanced Placement Music Theory
<b>Course Number</b>	53.02300
<b>Course Description</b>	Conforms to College Board topics for the Advanced Placement Music Theory Examination. Covers terminology and notational skills, writing skills, visual analysis and aural skills and advanced levels of understanding.
<b>Prerequisite</b>	Students should be able to read and write musical notation, and it is strongly recommended that the student has acquired at least basic performance skills in voice or on an instrument.

**MUSIC TECHNOLOGY**

<b>Course Title</b>	Beginning Music Technology
<b>Course Number</b>	53.02210
<b>Course Description</b>	Students will learn the concepts of music technology, and its use in current music production methods.
<b>Prerequisite</b>	None

**MUSIC APPRECIATION**

<b>Course Title</b>	Music Appreciation I
<b>Course Number</b>	53.01400
<b>Course Description</b>	Introduces production and performance; covers terminology and idioms, elements of music, perceptive listening and attitudes and appreciation. Stresses the ability to become a literate consumer and the ability to speak and write about music.
<b>Prerequisite</b>	None

**THEATRE ARTS**

<b>Course Title</b>	Theatre Arts/Fundamentals I
---------------------	-----------------------------

<b>Course Number</b>	52.02100
<b>Course Description</b>	Dramatic Arts/Fundamentals I and serves as a prerequisite for other theater/drama courses. Develops and applies performance skills through access to basic vocal, physical and emotional exercises; includes improvisation and scene study and related technical art forms.
<b>Prerequisite</b>	None

<b>Course Title</b>	Theatre Arts/Fundamentals II
<b>Course Number</b>	52.02200
<b>Course Description</b>	Enhances level-one skills by producing and studying children's theater in depth with performance opportunities.
<b>Prerequisite</b>	Theatre Arts/Fundamentals I

<b>Course Title</b>	Theatre Arts/Fundamentals III
<b>Course Number</b>	52.02300
<b>Course Description</b>	Enhances level-two skills by producing and studying literature as related to theater. Provides opportunities for performance with focus on language arts classes.

<b>Course Description</b>	
<b>Prerequisite</b>	Theatre Arts/Fundamentals I & II

<b>Course Title</b>	Theatre Arts/Fundamentals IV
<b>Course Number</b>	52.02400
<b>Course Description</b>	Enhances level-three skills by producing and writing plays for presentation; explores the role of the playwright. Provides opportunities for practical application.
<b>Prerequisite</b>	Theatre Arts/Fundamentals I, II, & III

<b>Course Title</b>	Advanced Drama I
<b>Course Number</b>	52.05100
<b>Course Description</b>	Introduces acting and theater as disciplined art forms; covers methods to observe and understand human behavior and to use those observations to create a character. Includes basic techniques of stage movement and use of physical expression for communication. Enhances vocal techniques and specific patterns for better verbal communication.
<b>Prerequisite</b>	None

<b>Course Title</b>	Advanced Drama II
<b>Course Number</b>	52.05200

<b>Course Description</b>	Enhances level-one skills; focuses on continued development of observation skills for character creation. Uses historical, textual and improvisational studies.
<b>Prerequisite</b>	Advanced Drama I

<b>Course Title</b>	Advanced Drama III
<b>Course Number</b>	52.05230
<b>Course Description</b>	This course enhances level-two skills and is devoted to studying the literature of the theatre including dramatic structure and varieties of dramatic literature from different periods.
<b>Prerequisite</b>	Advanced Drama I & II

<b>Course Title</b>	Advanced Drama IV
<b>Course Number</b>	52.05240
<b>Course Description</b>	This course is for the experienced student performer. Students focus on scene analysis, critical reviewing, and directing. Students identify and analyze dramatic theories, styles, and literature.
<b>Prerequisite</b>	Advanced Drama I, II, & III

<b>Course Title</b>	Theatre Arts/Musical Theatre I
<b>Course Number</b>	52.03100
<b>Course Description</b>	Introduces the style and characteristic elements of musical theater. Explores the mechanics of production, staging, voice, and dance. Explores the career opportunities available in musical theatre and offers opportunity for performance.
<b>Prerequisite</b>	none

<b>Course Title</b>	Theatre Arts/Musical Theatre II
<b>Course Number</b>	52.03200
<b>Course Description</b>	Enhances level-one skills with a focus on production and provides opportunities for performance.
<b>Prerequisite</b>	Musical Theatre I

<b>Course Title</b>	Theatre Arts/Musical Theatre III
<b>Course Number</b>	52.03300

<b>Course Description</b>	Enhances level-two skills with a focus on production and career paths while providing opportunities for performance.
<b>Prerequisite</b>	Musical Theatre I & II

<b>Course Title</b>	Theatre Arts/Musical Theatre IV
<b>Course Number</b>	52.03400
<b>Course Description</b>	Enhances level-three skills with a focus on production and career paths while providing opportunities for performance.
<b>Prerequisite</b>	Musical Theatre I, II, & III

<b>Course Title</b>	Theatre Arts/Acting I
<b>Course Number</b>	52.06100
<b>Course Description</b>	Introduces advanced acting process. Stresses developing imagination, observation, concentration powers and self-discipline. Includes developing physical and vocal control while transmitting emotions, convictions and ideas; enhances self-confidence and self-awareness. Focuses on scene study.
<b>Prerequisite</b>	None

<b>Course Title</b>	Theatre Arts /Acting II
<b>Course Number</b>	52.06200
<b>Course Description</b>	Enhances level-one skills with emphasis on classical and historical scene study.
<b>Prerequisite</b>	Theatre Arts/Acting I

<b>Course Title</b>	Theatre Arts / Acting III
<b>Course Number</b>	52.06300
<b>Course Description</b>	Enhances level-one and level-two skills taught in Acting I and Acting II. Emphasizes advanced monologue work, advanced scene study, extensive audition training, student-directing, ensemble acting in a variety of main-stage productions, and object exercises. The course can also provide opportunities to compete in literary competitions and one-act play festivals.
<b>Prerequisite</b>	Theatre Arts/ Acting I & II

<b>Course Title</b>	Theatre Arts / Acting IV
<b>Course Number</b>	52.06400

<b>Course Description</b>	Enhances level-three skills in advanced monologue work, advanced scene study, extensive audition training, student-directing, ensemble acting in a variety of main-stage productions, and object exercises.
<b>Prerequisite</b>	Theatre Arts/ Acting I, II, & III

<b>Course Title</b>	Technical Theatre I
<b>Course Number</b>	52.04100
<b>Course Description</b>	This introductory course explores the definition, design, and use of technical elements associated with theatre sets, props, costumes, makeup, lights, and sound.
<b>Prerequisite</b>	Theatre Arts/Fundamentals I

## VISUAL ARTS

<b>Course Title</b>	Visual Arts/Comprehensive I
<b>Course Number</b>	50.02110
<b>Course Description</b>	Introduces art history, art criticism, aesthetic judgment and studio production. Emphasizes the ability to understand and use elements and principles of design through a variety of media, processes and visual resources. Explores master artworks for historical and cultural significance.

<b>Prerequisite</b>	None
---------------------	------

<b>Course Title</b>	Visual Arts/ Comprehensive II
<b>Course Number</b>	50.02120
<b>Course Description</b>	Enhances level-one skills in art history, art criticism, aesthetic judgment and studio production. Emphasizes and reinforces knowledge and application of the design elements and their relationship to the principles of design. Explores different two-and three-dimensional art media and processes. Investigates master artworks to increase awareness and to examine the role of art and the artist in past and contemporary societies.
<b>Prerequisite</b>	Visual Arts/Comprehensive I

<b>Course Title</b>	Visual Arts/Comprehensive III
<b>Course Number</b>	50.02130
<b>Course Description</b>	Enhances level-two skills in art history, art criticism, aesthetic judgment and studio production. Provides practice in applying design elements and principles of design. Provides focus on different two- and three-dimensional art media and processes and master artworks. Stresses idea development through production and creativity and through the study of master artists.
<b>Prerequisite</b>	Visual Arts/Comprehensive I & II

<b>Course Title</b>	Visual Arts/ Comprehensive IV
<b>Course Number</b>	50.02400
<b>Course Description</b>	Enhances level-three skills in art history, art criticism, aesthetic judgment and studio production. Provides opportunities for in-depth application of design elements and principles of design in two-and three-dimensional art media and processes. Stresses creative problem solving through art production and the study of master artists and their works.

<b>Prerequisite</b>	Visual Arts/Comprehensive I, II & III
---------------------	---------------------------------------

<b>Course Title</b>	Visual Arts/Comprehensive V
<b>Course Number</b>	50.02600
<b>Course Description</b>	Enhances level-four skills in art history, art criticism, aesthetic judgment and studio production. Provides opportunities to use two-and-three-dimensional art media and process in the development of individual portfolios. Explores idea development and media selection of master artworks of historical and cultural significance.
<b>Prerequisite</b>	Visual Arts/Comprehensive I, II, III & IV

<b>Course Title</b>	Visual Arts/Comprehensive VI
<b>Course Number</b>	50.02170
<b>Course Description</b>	Enhances level-five skills in art history, art criticism, aesthetic judgment and studio production. Provides opportunities to use two-and three-dimensional art media and process in the development of individual portfolios. Stresses the use of research in student's idea development leading to the production of artwork. Emphasis is placed on the writing of master artists of both past and contemporary societies.
<b>Prerequisite</b>	Visual Arts/Comprehensive I - V

<b>Course Title</b>	Visual Arts/ Comprehensive VII
<b>Course Number</b>	50.02180

<b>Course Description</b>	Enhances level-six skills in art history, art criticism, aesthetic judgment and studio production. Provides opportunities to use two-and three-dimensional art media and process in the development of individual portfolios used in job, art school and college applications. Stresses research, planning and proposal writing for the production of artwork. Investigates idea development and theme in master artworks of historical and contemporary societies.
<b>Prerequisite</b>	Visual Arts/ Comprehensive I - VI

<b>Course Title</b>	Visual Arts/ Comprehensive VIII
<b>Course Number</b>	50.02190
<b>Course Description</b>	Enhances level-seven skills in art history, art criticism, aesthetic judgment and studio production. Provides opportunities to use two-and-three-dimensional art media and process in the development of individual portfolios used in job, art school and college applications. Stresses refining of portfolio and production of slides intended for submission for judging. Enhances art-criticism writing skills of both master works and student productions. Provides opportunities for preparing and exhibiting art work.
<b>Prerequisite</b>	Visual Arts/ Comprehensive I - VII

<b>Course Title</b>	Visual Arts/Advanced Placement Studio: Drawing Portfolio
<b>Course Number</b>	50.08110
<b>Course Description</b>	Conforms to College Board topics for the Advanced Placement Studio Art Drawing Portfolio Examination. Requires submission of original works and slides to be evaluated on quality. Provides experiences using different drawing media and approaches; designed for students interested in the practical experiences of art.
<b>Prerequisite</b>	Visual Arts/Comprehensive I & II

<b>Course Title</b>	Visual Arts/Advanced Placement Studio: 2D Design Portfolio
---------------------	--

<b>Course Number</b>	50.08130
<b>Course Description</b>	Conforms to College Board topics for the Advanced Placement Studio 2D Design Portfolio Examination. Requires submission of original works and slides to be evaluated on quality. Provides experiences using different drawing media and approaches; designed for students interested in the practical experiences of art.
<b>Prerequisite</b>	Visual Arts/Comprehensive I & II

<b>Course Title</b>	Visual Arts/Advanced Placement Studio: 3D Design Portfolio
<b>Course Number</b>	50.08140
<b>Course Description</b>	Conforms to College Board topics for the Advanced Placement Studio 3D Design Portfolio Examination. Requires submission of original works and slides to be evaluated on quality. Provides experiences using different drawing media and approaches; designed for students interested in the practical experiences of art.
<b>Prerequisite</b>	Visual Arts/Comprehensive I & II