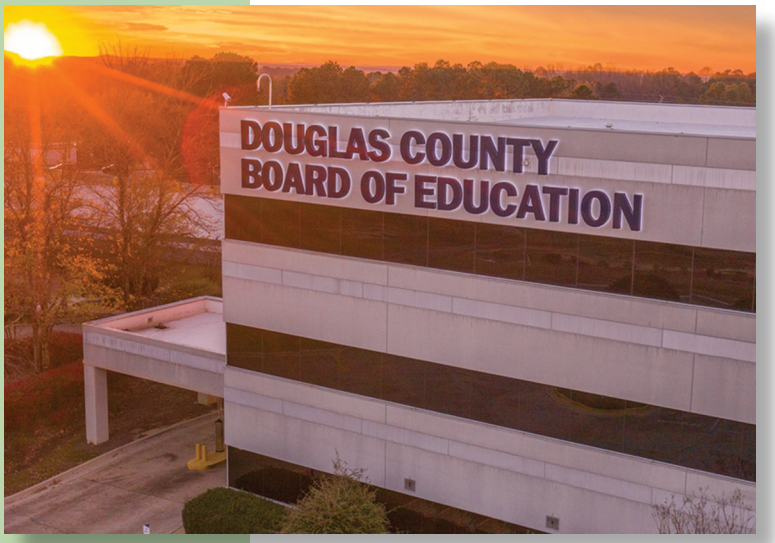
2024-2025

DOUGLAS COUNTY SCHOOL SYSTEM

CAREER PLANNER

DEAR PARENTS AND STUDENTS



Preparing students for success after high school is an inherent component of the Douglas County School System's vision. Whether students plan to enter the workforce immediately or attend college after high school graduation, careful consideration of high school course options can impact their futures. To better prepare students for the demands of the 21st century economy and for post-secondary education, the Douglas County School System has provided this planning guide for use by students and their parents.

Use this planning guide for the next four years to set career goals and plan for the world of future work. Go over the information in the guide together and begin to have discussions concerning post high school plans and how you can reach the goals that you set. Bring this guide with you to each annual advisement appointment at your high school and share with your advisor as you all work together to map out the next year's schedule of courses. Finally, mark your choices in the guide as you go through high school and as your career decisions possibly change and evolve.

This planning guide shows the clear connection between class work and future success, pointing out the relevance of academic learning in the classroom. It also provides information on a variety of occupations that differ in the scope of education and training required to obtain future employment.

DOUGLAS COUNTY SCHOOL SYSTEM
11490 Veterans Memorial Hwy.,
Douglasville, GA 30134
P.O. Box 1077, Douglasville, GA 30133
770.651.2000
www.dcssga.org

ALEXANDER HIGH SCHOOL
6500 Alexander Parkway
Douglasville, GA 30135
770.651.6000
www.ahs.dcssga.org

CHAPEL HILL HIGH SCHOOL
4899 Chapel Hill Road
Douglasville, GA 30135
770.651.6200
www.chhs.dcssga.org

DOUGLAS COUNTY HIGH SCHOOL
8705 Campbellton Street
Douglasville, GA 30134
770.651.6500
www.dchs.dcssga.org

FLEX ACADEMY
3301 Shoals School Road
Douglasville GA 30135
770.651.2900
www.flex.dcssga.org

LITHIA SPRINGS HIGH SCHOOL
2520 East County Line Road
Lithia Springs, GA 30122
770.651.6700
www.lshs.dcssga.org

NEW MANCHESTER HIGH SCHOOL
4925 Hwy 92/166
Douglasville, GA 30135
770.651.2700
www.nmhs.dcssga.org

COLLEGE AND CAREER INSTITUTE
4600 Timber Ridge Drive, Building D
Douglasville, GA 30135
770.947.7690
www.dcssga.org

DOUGLAS COUNTY SUCCESS CENTER
2300 Shoals School Road
Douglasville, GA 30135
770.651.6475
www.dcssga.org

SCHOOL BOARD MEMBERS

Trent North, Superintendent
Ruth Morgan, District 1
D.T. Jackson, Sr., District 2
Tracy Rookard, District 3
Michelle Simmons, District 4
Glenn Easterwood, District 5

WHAT ARE CAREER PATHWAYS?

Career Pathways are state-approved career enhancement programs defined as a coherent, articulated sequence of rigorous academic and career-related courses starting in the ninth grade and leading to an associate degree, and/or an industry-recognized certificate or licensure, and/or a baccalaureate degree and beyond.

Career, Technical, and Agricultural Education (CTAE) provides students with the opportunity to select at least three sequenced courses in a career pathway.

CTAE CONCENTRATOR: A concentrator is defined as a student who takes at least three CTAE courses in a specific program area during their high school career.

PATHWAY COMPLETER: A pathway completer is a concentrator who completes the requirements for CTAE pathway concentrators.

Selection of a pathway is based on self-awareness and the investigation of occupations plus related educational levels aligned with the pathway. Most high- demand, high-skilled, high-wage occupations in all concentrations still require education beyond high school.

Implementation of career pathways is a collaborative effort between the Douglas County School System, the Georgia Department of Education, the Technical College System of Georgia and the University System of Georgia.

OVERVIEW OF CAREER CLUSTERS/PATHWAYS

- Georgia's 17 Career Clusters/Pathways provide a structure for organizing and delivering quality Career, Technical and Agricultural Education (CTAE) programs.
- Modeled after the National Career Clusters configuration utilized by most of the United States, Georgia's 17 Career Clusters/Pathways Model represents approximately 96 career pathways to help students navigate their way to greater success in college and career.
- As an organizing tool for curriculum design and instruction, the 17 Career Clusters provide essential knowledge and skills for the students' career pathways.
- This model functions as a:
  - *Useful guide in developing programs of study that bridge secondary and postsecondary curriculum*
  - *Indicator of a range of career options for students' graduation plans of study*
  - *Method of allowing students to discover their interests and passions, empowering them to choose the educational pathway that may lead to success in high school, college and career*
- The 17 Career Clusters/Pathways encompass both secondary and postsecondary education and will strengthen and improve student transition from secondary to postsecondary education.

ADDITIONAL CAREER PATHWAYS

An Advanced Academic Pathway may be followed in any of these four content areas: ELA(English/ Language Arts), mathematics, science or social studies. A student has completed an Advanced Academic Pathway in ELA, mathematics, science, or social studies when the criteria described below have been met.

EXPLANATION OF TERMS

CTAE Pathway
A series of 3 or 4 specified courses in a CTAE-approved pathway.

Advanced Academic Pathway
An Advanced Academic Pathway may be followed in any of these four content areas: ELA, mathematics, science or social studies. A student has completed an Advanced Academic Pathway in ELA, mathematics, science, or social studies when the criteria described in A (page 5) have been met.

Fine Arts Pathway
A Fine Arts Pathway may be followed in any of these five areas of study: visual arts, theater, dance, music, or journalism. A student has completed a Fine Arts Pathway when three courses, from those identified in the five accompanying attachments (B-Visual Arts, C-Theater, D-Dance, E-Music, F- Journalism), have been successfully completed in any one of the five areas.

World Language Pathway
A World Language Pathway may be followed in any of the world language areas included in the state list of approved courses. A student has completed a World Language Pathway when the criteria described have been met.

ADDITIONAL CAREER PATHWAYS

ADVANCED ACADEMIC PATHWAY IN ELA (ENGLISH/LANGUAGE ARTS) CRITERIA:

1. Student graduated, thereby completing 4 required credits in ELA, AND
2. Student's course history in ELA (23 course codes) includes at least one AP* Course Code (23. 043; 23.053; 23.065) or one IB* Course Code (23.06800; 23.06900; 23.06110; 23.06120; 23.06130) or one post secondary enrollment code in 23 that fulfills a core graduation requirement in ELA, AND
3. Student earned credits in two sequential courses in one world language.

ADVANCED ACADEMIC PATHWAY IN MATHEMATICS CRITERIA:

1. Student graduated, thereby completing 4 required credits in Mathematics, AND
2. Student's course history in Mathematics (27 course codes) includes at least one AP* Course Code (27.072; 27.073; 27.074) or one IB* Course Code (27.06120; 27.06130; 27.05220; 27.05240) or one post secondary enrollment code in 27 that fulfills a core graduation requirement in Mathematics, AND
3. Student earned credits in two sequential courses in one World Language.

ADVANCED ACADEMIC PATHWAY IN SCIENCE CRITERIA:

1. Student graduated, thereby completing 4 required credits in Science, AND
2. Student's course history in science (26 course codes and 40 course codes) includes at least one AP* Course Code (26.014; 26.062; 40.053; 40.083; 40.0841; 40.0842) or one IB* Course Code (26.01800; 26.01900; 26.06300; 40.08500; 40.08600) or one post secondary enrollment code in 26 or 40 that fulfills a core graduation requirement in Science, AND
3. Student earned credits in two sequential courses in one World Language.

ADVANCED ACADEMIC PATHWAY IN SOCIAL STUDIES CRITERIA:

1. Student graduated, thereby completing 3 required credits in Social Studies, AND
2. Student's course history in social studies (45 course codes) includes at least one AP* Course Code (45.016; 45.052; 45.053; 45.062 45.063; 45.077; 45.0811; 45.082; 45.084) or one IB* Course Code (45.01310; 45.01320; 45.01700; 45.017100; 45.06500; 45.06600; 45.07800; 45.07900; 45.08700; 45.08800; 45.08900) or one post secondary enrollment code in 45 that fulfills a core graduation requirement in Social Studies,

   AND
3. Student earned credits in two sequential courses in one World Language.

WORLD LANGUAGE PATHWAY GUIDELINES AND PATHWAY CRITERIA:

1. Student graduated, AND
2. Student's course history in one world language in high school includes 3 distinct high school Course Codes OR includes at least 2 distinct Course Codes plus a third code reflecting an AP* course, where AP courses are offered (60.017, French; 60.077, Spanish; 60.078, Spanish Lit; 61.017, German; 61.047, Latin; 62.0196, Chinese; 63.039. Japanese); or a third code reflecting an IB* course, where courses are offered (French, 60.01120, 60.01130; Spanish, 60.07130, 60.07160; German, 61.01120, 61.01130; Latin, 61.04120, 61.04130; Chinese, 62.01900, 62.01910; Japanese, 62.03920, 62.03930; Arabic, 63.10700, 63.01800;) or one post secondary enrollment course code in the same World Language reflecting a third course at the college level.

* *AP, IB and Dual Enrollment courses must have earned credit*

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Throughout this book, a school key system is used to indicate which programs, classes, and clubs are offered at each school. If the ● is replaced with a ■ this indicates the class is Industry Certified. *See page 21 for additional information on Industry Certification.*

- Alexander High School
- Chapel Hill High School
- Douglas County High School
- Lithia Springs High School
- New Manchester High School
- College & Career Institute

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PATHWAYS

AGRICULTURE, FOOD AND NATURAL RESOURCES CLUSTER		23
Careers with common knowledge and skills related to 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.		
●	Companion Animal pathway	24
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ARTS, AUDIO-VIDEO TECHNOLOGY AND COMMUNICATIONS CLUSTER 27

Careers with common knowledge and skills related to designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

Audio/Video Technology and Film pathway 28

BUSINESS MANAGEMENT AND ADMINISTRATION CLUSTER 29

Careers with common knowledge and skills related to the preparation of 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.

Business and Technology pathway 30

Entrepreneurship pathway 31

Human Resources Management pathway 32

EDUCATION AND TRAINING CLUSTER 33

Careers with common knowledge and skills related to planning, managing, and providing education and training services as well as related learning support services.

Early Childhood Care and Education pathway 34

Teaching as a Profession pathway 35

FINANCE CLUSTER 36

Careers with common knowledge and skills related money management, including planning, investing, and spending. Students 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.

Advanced Accounting pathway 37

Business Accounting pathway 38

Financial Services pathway 39

GOVERNMENT AND PUBLIC ADMINISTRATION CLUSTER 40

Careers with common knowledge and skills related to 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.

JROTC - Army pathway 41

JROTC - Marines pathway 42

JROTC - Navy pathway 43

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Careers with common knowledge and skills related to planning, managing, and providing services in therapeutics, diagnostics, health informatics, support areas, and biotechnology research and development.

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Therapeutic Services - Emergency Medical Responder pathway 46

Therapeutic Services - Emergency Medical Technician pathway 47

Diagnostic Services - Phlebotomy pathway 48

Therapeutic Services - Sports Medicine pathway 49

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Careers with common knowledge and skills related to the management, marketing, and operations of restaurants, and other food services, lodging, attractions, recreation events, and travel related services.

Sports and Entertainment Marketing pathway 51

Hospitality, Recreation and Tourism pathway 52

HUMAN SERVICES CLUSTER 53

Careers with common knowledge and skills related to family and human needs such as nutrition and food science, counseling and mental health services, family and community services, personal care, and consumer services.

Nutrition and Food Services pathway 54

Personal Care Services - Cosmetology pathway 55

INFORMATION TECHNOLOGY CLUSTER 56

Careers with common knowledge and skills related to the preparation 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.

Computer Science pathway 57

Cybersecurity pathway 58

Programming pathway 59

Web and Digital Design pathway 60

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Careers with common knowledge and skills related to employment in emergency and fire services, legal services, protective services, and homeland security.

Law Enforcement Services pathway 62

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Careers with common knowledge and skills related to 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.

Marketing and Management pathway 64

Marketing Communications and Promotions pathway 65

SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS CLUSTER 66

Careers with common knowledge and skills related to planning, managing, and providing scientific research and professional and technical services.

Engineering and Technology pathway 67

TRANSPORTATION, DISTRIBUTION AND LOGISTICS CLUSTER 68

Careers with common knowledge and skills related to 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.

Automobile Maintenance Light Repair pathway 69

Collision Repair pathway 70

WORKFORCE READY

Employability skills are transferrable skills and key personal attributes which are highly valued by employers and essential for effective performance in the workplace.

Workforce Ready pathway 71

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DISCLAIMER: The information contained within this book is as accurate as possible at the time of publication. Classes offered at each high school can change due to scheduling and allotment conflicts.

This Career Pathways Planner is provided by the US DOE Carl Perkins Grant.

GEORGIA'S
Careers to 2030 by On-the-Job Training

training/preparation typically needed to attain competency in the occupation

Apprenticeship - a formal relationship between a worker and a sponsor that consists of a combination of on-the-job training and related occupation-specific instruction

Long-term on-the-job training - more than 12 months of on-the-job training, or, alternatively, combined work experience and formal classroom instruction

Moderate-term on-the-job training - more than 1 month, and up to 12 months, of combined on-the-job experience and informal training

Short-term on-the-job training - 1 month or less of combined on-the-job experience and informal training

None - no additional occupation-specific training or preparation is typically required

Hot **jobs** have faster than state average job growth, above state average wage, and have at least 100 annual openings

	Work Activities																	Education				Occupational Characteristics	
	Analyzing Data or Information	Assisting and Caring for Others	Coaching and Developing Others	Controlling Machines and Processes	Coordinating the Work and Activities of Others	Developing and Building Teams	Establishing & Maintaining Interpersonal Relationships	Guiding, Directing, and Motivating Subordinates	Handling and Moving Objects	Inspecting Equipment, Structures, or Materials	Judging the Qualities of Objects, Services, or People	Making Decisions and Solving Problems	Operating Vehicles, Mechanized Devices, or Equipment	Organizing, Planning, and Prioritizing Work	Performing General Physical Activities	Repairing and Maintaining Mechanical Equipment	Resolving Conflicts and Negotiating with Others	Scheduling Work and Activities	Associate Degree / Some college, no degree	Postsecondary non-degree award	High school diploma or equivalent	No formal educational credential	2021 Edition - Georgia Wage Estimates	2020-30 Average Annual Openings
Apprenticeship																							
Boilermakers	●	●		●		●	●	●	●	●	●	●	●	●	●	●	●				●		$70,800	40
Carpenters	●		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●				●		$45,800	1,140
Electricians	●		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●				●		$57,800	2,070
Glaziers				●			●		●	●	●	●	●	●	●			●				●		$43,700	100
Insulation Workers, Mechanical		●	●		●	●		●	●	●	●	●		●	●			●				●		$42,900	70
Millwrights	●		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●				●		$53,200	170
Plumbers, Pipefitters, and Steamfitters				●	●		●		●	●	●	●	●	●	●	●		●				●		$58,400	1,150
Sheet Metal Workers				●			●	●	●	●		●	●	●	●							●		$51,900	400
Structural Iron & Steel Workers				●	●	●	●		●	●	●	●	●	●	●			●				●		$56,500	240
Long-term on-the-job training																								
Actors Hot							●		●					●	●				●					$72,900	340
Automotive Body & Related Repairers	●		●	●			●		●	●	●	●	●	●	●	●		●			●			$53,900	610
Bakers										●	●	●		●									●	$31,500	890
Bus & Truck Mechanics & Diesel Engine Specialists	●			●			●		●	●		●	●	●	●	●					●		$51,700	930
Butchers & Meat Cutters			●	●	●	●	●	●	●	●	●	●		●	●		●	●					●	$31,000	730
Claims Adjusters, Examiners, & Investigators	●					●	●				●	●		●			●	●			●			$72,500	1,020
Court, Municipal, & License Clerks	●						●					●		●			●				●			$38,500	590
Electrical Power-Line Installers & Repairers	●		●	●			●		●	●	●	●		●	●	●			●					$61,400	200
Electrical/Electronics Repairers, Commercial & Industrial			●	●	●		●	●	●	●		●	●	●	●	●					●			$63,800	410
Farm Equipment Mechanics & Service Technicians	●			●			●		●	●	●	●	●	●	●	●		●			●			$42,600	310
Firefighters	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		●				$41,400	960
Heating, AC, & Refrigeration Mechanics & Installers	●		●	●	●		●	●	●	●	●	●	●	●	●	●	●	●		●				$48,000	1,090
Industrial Machinery Mechanics Hot	●			●	●		●		●	●		●	●	●	●	●					●			$55,600	1,560
Machinists				●			●		●	●	●	●		●	●	●					●			$46,700	990
Maintenance Workers, Machinery				●					●	●		●	●	●	●	●					●			$51,200	190
Mobile Heavy Equipment Mechanics, Except Engines	●			●			●		●	●	●	●	●	●	●	●		●			●			$52,300	610
Molders, Shapers, & Casters, Except Metal & Plastic				●			●		●	●	●	●		●	●						●			$40,700	140
Opticians, Dispensing	●	●		●	●	●	●	●	●	●	●	●		●			●	●			●			$40,700	180
Telecommunications Line Installers & Repairers	●	●		●		●	●		●	●		●	●	●	●	●	●	●			●			$50,700	250
Water & Wastewater Treatment Plant & Sys Operators	●	●	●	●	●		●	●	●	●	●	●	●	●	●	●	●	●			●			$44,100	320
Moderate-term on-the-job training																								
Billing & Posting Clerks	●											●		●							●			$41,300	1,800
Bookkeeping, Accounting, & Auditing Clerks	●						●					●		●			●		●					$44,600	4,470
Cooks, Restaurant	●	●	●	●	●	●	●	●	●	●	●	●		●	●		●	●					●	$28,700	7,830
Correctional Officers & Jailers	●	●	●			●	●	●		●	●	●		●	●		●				●			$38,000	1,190
Flight Attendants Hot	●	●			●		●		●	●	●	●		●	●		●	●			●			$61,900	1,220

Georgia DOL Department of Labor
Bruce Thompson, Commissioner

https://explorer.gdol.ga.gov/gsipub/index.asp?docid=356

Georgia Department of Labor, Workforce Statistics Division

Equal Opportunity Employer/Program • Auxiliary Aids and Services Available upon Request to Individuals with Disabilities

GEORGIA'S
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Moderate-term on-the-job training Continued																								
Inspectors, Testers, Sorters, Samplers, & Weighers	●			●					●	●	●	●		●	●						●		$41,700	2,140
Insurance Sales Agents	●						●				●	●		●			●	●			●		$66,200	1,720
Maintenance & Repair Workers, General	●			●	●		●		●	●	●	●	●	●	●	●	●	●			●		$41,600	4,720
Medical Secretaries	●	●			●		●				●	●		●			●	●			●		$40,300	2,340
Operating Engineers & Other Constr Equip Operators	●	●	●	●	●		●		●	●	●	●	●	●	●	●	●	●			●		$41,100	1,610
Packaging & Filling Machine Operators & Tenders	●	●	●	●	●		●		●	●	●	●	●	●	●						●		$37,400	1,200
Pharmacy Technicians	●	●	●		●		●		●	●	●	●		●			●	●			●		$33,400	1,160
Police & Sheriff's Patrol Officers	●	●	●		●	●	●	●	●	●	●	●	●	●	●		●	●			●		$50,500	1,940
Production Workers, All Other				●	●		●		●	●		●	●		●	●					●		$33,700	1,790
Production, Planning, & Expediting Clerks	●						●					●		●				●			●		$51,700	1,280
Real Estate Sales Agents	●	●	●		●	●	●				●	●	●	●			●	●			●		$73,900	1,590
Sales Reps, Wholesale & Mfg, Exc Tech & Sci Products									●		●	●	●	●	●		●	●			●		$75,400	5,130
Welders, Cutters, Solderers, & Brazers									●	●				●							●		$43,300	2,000
Short-term on-the-job training																								
Cashiers		●	●	●	●		●		●		●	●			●		●					●	$24,000	22,050
Childcare Workers		●			●	●	●			●		●		●	●		●	●			●		$22,700	4,090
Customer Service Representatives	●				●	●	●					●		●			●	●			●		$36,600	14,710
Farmworkers & Laborers, Crop, Nursery, & Greenhouse	●			●	●		●		●	●	●	●	●	●	●	●						●	$26,100	7,350
Food Preparation Workers		●	●		●	●	●		●	●	●	●		●	●		●	●				●	$25,700	6,610
Heavy & Tractor-Trailer Truck Drivers									●	●		●	●		●	●							$50,900	9,140
Industrial Truck & Tractor Operators	●		●	●	●		●		●	●	●	●	●	●	●	●		●				●	$39,600	4,890
Janitors & Cleaners, Exc Maids & Housekeeping Cleaners									●	●				●	●							●	$27,500	7,860
Laborers & Freight, Stock, & Material Movers, Hand				●			●		●	●	●	●	●		●							●	$32,800	19,930
Light Truck or Delivery Services Drivers	●						●		●	●	●	●	●	●	●						●		$41,400	4,510
Office Clerks, General							●					●		●				●			●		$36,700	8,410
Retail Salespersons		●					●		●		●	●		●	●		●					●	$29,600	21,750
Secretaries & Admin Assistants, Exc Legal, Med, & Exec		●					●					●		●				●			●		$36,400	6,630
Security Guards	●	●	●		●	●	●	●		●	●	●	●	●	●		●	●			●		$32,400	4,600
Waiters & Waitresses		●			●		●		●	●	●	●			●		●					●	$23,900	16,350
None typically required																								
Farmers, Ranchers, & Other Agricultural Managers	●		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●			●		$64,400	4,910
Medical Assistants	●	●	●	●		●	●	●	●	●	●	●		●	●	●	●	●		●			$36,900	4,370
Supervisors of Food Preparation & Serving Workers		●	●	●	●	●	●	●	●	●	●	●		●	●		●	●			●		$36,200	6,330
Supervisors of Office & Administrative Support Workers	●	●	●		●	●	●	●		●	●	●		●			●	●			●		$60,300	4,790
Supervisors of Retail Sales Workers	●		●		●	●	●	●			●	●		●			●	●			●		$47,100	5,200

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Skills and Abilities

● advanced skills required ❍ moderate skills required

Work Activities

● frequently found ❍ occasionally found

HOT jobs have faster than state annual average job growth, above the state annual average wage, and have at least 100 annual openings.

	Skills and Abilities											Work Activities						Occupational Characteristics	
	Critical Thinking/Problem Solving	Judgement & Decision Making	Service Oriented/Instructing	Listening/Reading	Oral Expression/Comprehension	Dexterity/Arm-Hand Steadiness	Reasoning	Written Expression/Comprehension	Assisting & Caring for Others	Coaching/Training & Teaching Others	Communicating Outside Organization	Control Machines/Inspect Equipment	Working With Computers	Monitor Processes, Matrls, Surroundgs	Physical Acts/Handle-Move Objects	Process/Analyze Data or Information	Schedule/Orgnize, Plan, & Prioritiz Wrk	Thinking Creatively	2021 Edition - Georgia Wage Estimate	2020-30 Annual Openings
Doctoral or professional degree																				
Health Specialties Teachers, Postsec	●	●	●	●	●		●	●	●	●	●	❍	●	●	❍	●	●	●	$127,300	690
Lawyers	❍	●	●	●	●		●	●			●			●		●	●	●	$145,900	1,470
Medical Scientists, Except Epidemiologists	●	●	●	❍	●		●	●		●		❍	●	●		●	●	●	$78,800	210
Nursing Instructors & Teachers, Postsec	●	●	●	●	●		●	●	●	●	●	❍	●	●	❍	●	●	●	$75,000	120
Physical Therapists	❍	●	●	●	●	●	●	●	●	●	●		●	●	●	●	●	●	$92,500	480
Veterinarians	●	●	●	❍	●	❍	●	●	●	❍	●	❍	●	●	❍	●	❍		$99,700	130
Master's degree																				
Nurse Practitioners	●	●	●	●	●	●	●	●	●	●	●	❍	●	●		●	●	●	$110,500	1,250
Occupational Therapists	●	●	●	❍	●	❍	●	●	●	●	●		●	●	❍	●	●	●	$92,500	270
Physician Assistants	●	●	●	●	●	❍	●	●	●	❍	●		●	●		●	❍	●	$108,400	520
Speech-Language Pathologists	●	●	●	●	●		●	●	●	●			●	●		●	●	●	$81,300	400
Bachelor's degree																				
Accountants & Auditors	●	●		●	●	❍	●	●			●		●			●	●	●	$86,800	3,940
Art Directors	●	●	●	❍	●		●	❍			●		●	●		●	●	●	$109,000	230
Camera Operators, TV, Video, & Motion Picture	●	●		❍	●		●		●	●	●	●	●		❍	❍	❍	●	$60,200	200
Commercial & Industrial Designers	❍	●		❍	●		●	●			●		●	●		●	❍	●	$60,800	110
Construction Managers	●	●	●	●	●		●			●	●	❍	●	●		●	●	●	$96,800	1,100
Environmental Scientists & Specialists, Including Health	●	●	●	●	●		●	●			●	❍	●	●		●	●	●	$78,600	260
Film & Video Editors	●	●		❍	●		●	●			●	❍	●	●		●	●	●	$78,600	160
Financial Examiners	●	●	●	●	●		●	●		●	●		●	●		❍	❍		$96,000	110
Financial Managers	●	●		●	●		●	●		●	●		●	●		●	●	●	$148,300	1,940
General & Operations Managers	●	●	●	●	●		●	●		●	●		●	●		●	●	●	$118,400	8,060
Human Resources Specialists	❍	●	❍	❍	●		●	●		●	●		●			●	●	●	$65,300	2,430
Industrial Engineers	●	●		●	●		●	●		●	●	●	●	●		●	●	●	$90,400	670
Interpreters & Translators	●	●	●	●	●		●	●	●		●		●	●		❍		●	$60,800	310
Loan Officers	●	●	●	●	●		●	●			●		●			●	●	●	$89,700	1,070
Logisticians	●	●	●	●	●		●	●		●	●		●	●		●	●	●	$71,200	1,120
Management Analysts	●	●	●	●	●		●	●		●	●		●	●		●	●	●	$99,200	2,350
Market Research Analysts & Marketing Spec	●	●		●	❍		●	●			●		●	●		●	●	●	$72,000	2,750
Multimedia Artists & Animators	●	●		●	●		●	●		❍			●	●		●	●	●	$67,400	320
Operations Research Analysts	●	●	❍	●	●		●	●			●		●			●	●	●	$74,200	350

✓ Fast job growth ✓ Above average wages ✓ At least 100 expected annual job openings

Georgia DOL Department of Labor
Bruce Thompson, Commissioner

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Bachelor's degree continued																				
Personal Financial Advisors	❍	●		●	●		●	❍	●	●	●		●	●		●	●	●	$113,700	740
Producers & Directors	●	●		●	●		●	●			●		●	●		●	●	●	$93,200	650
Registered Nurses	●	●	●	●	●	●	●	●	●	●	●	❍	●	●	●	●	●	●	$74,400	5,470
Securities, Commodities, & Financial Svcs Sales Agents	●	●	❍	●	●		●	●		❍	●		●			●	●	●	$89,800	1,300
Social & Community Service Managers	●	●	●	❍	●		●	●	●	●	●		●			●	●	●	$71,500	430
Training & Development Specialists	●	●	●	●	●		●	●		●	●		●	●		●	●	●	$69,000	1,250
Writers & Authors	●	●	❍	●	●		●	●			●		●				●	●	$70,800	330
Associate's degree																				
Cardiovascular Technologists & Technicians	●	●	●	●	●	●	●	●	●			❍	●	●	❍	●	❍		$64,100	130
Diagnostic Medical Sonographers	●	●	●	●	●	●	●	●	●	●	●	●	●	❍		●	●	●	$63,500	260
Magnetic Resonance Imaging Technologists	●	●	●	●	●	❍	●	●	●	●	●	●	●	●	❍	●	●	●	$73,700	160
Occupational Therapy Assistants	●	●	●	❍	●	●	●	●	●	●	●	❍	●	●	●	●	●	●	$69,800	240
Paralegals & Legal Assistants	❍	●	❍	●	●		●	●			●		●	●		●	●		$56,300	1,600
Physical Therapist Assistants	❍	●	●	❍	●	●	●	●	●	●	●	❍	●	●	❍	●	❍	●	$61,400	540
Radiologic Technologists	●	●	❍	●	●	●	●	●	●		●	❍	●	●	❍	●	❍	●	$60,500	490
Respiratory Therapists	●	●	●	❍	●	●	●	●	●	●		●		●	●	●	●		$59,000	390
Postsecondary non-degree award																				
Tool and Die Makers	●	●		❍	●	●	●	❍		❍		●	●	●	❍		❍	●	$58,500	120
Some college, no degree																				
Actors	❍			●	●			❍			●			●	●		❍	●	$72,900	340
High school diploma or equivalent																				
Chefs & Head Cooks	❍	●	●	●	●	●	●	●	●	●	●	●	●	●	❍	●	●	●	$62,300	360
Flight Attendants	❍	●	❍	●	●	❍	●	❍	●			❍		●	●	●	●		$61,900	1,220
Food Service Managers	●	●	●	❍	●	●	●	●	●	●	●	❍		●	❍		●		$61,000	1,810
Industrial Machinery Mechanics	●	●		❍	●	●	●	❍				●		●	●		❍		$55,600	1,560
Lodging Managers	●	●	●	❍	●		●	●	●	❍	●	❍	●	●		●	●	●	$60,900	230
Media & Communication Workers, All Other	❍	●	●	●	●		●	●		●	●		●	●		●	●	●	$67,500	110
Private Detectives & Investigators	●	●	❍	●	●		●	●			●		●			●	●	●	$64,300	110
Tax Preparers	●	●	❍	●	●		●	●		●	●		●			●	●		$55,500	250
Transportation, Storage, & Distribution Managers	●	●	●	❍	●			●		●	●	❍	●	●		●	●	●	$113,500	480

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GEORGIA'S STEM Careers to 2030

Science | Technology | Engineering | Mathematics

Knowledge
Understanding of principles and facts of subject matter
- ● full knowledge required
- ❍ some knowledge required

Education
Typical education needed to enter an occupation

Hot jobs have faster than state annual average job growth, above the state annual average wage, and have at least 100 annual openings.

	Knowledge																		Education				Occupational Characteristics	
	Administration and Management	Biology/Chemistry	Design/Bldg and Construction	Clerical/Customer and Personal Svc	Telecom/Communications and Media	Computers and Electronics	Economics and Accounting	Education and Training	Engineering and Technology	English Language	Law and Govt/Public Safety and Security	Mathematics	Mechanical/Production and Processing	Medicine and Dentistry	Personnel and Human Resources	Physics	Psychology/Sociology and Anthropology	Therapy/Counseling	Doctoral or Professional Degree	Master's Degree	Bachelor's Degree	HS Diploma/Assoc Degree/Some College	2021 Edition - Georgia Wage Estimates	2020-30 Annual Openings
Life and Physical Science, Engineering, Mathematics, and Information Technology Occupations																								
Aerospace Engineers			❍			●			●	●		●	●			●					✓		$117,900	170
Biological Science Teachers, Postsecondary		●		●	❍	●		●		●	●			●					✓				$93,800	90
Biological Scientists, All Other	●	●	❍	❍		●		●		●	❍	●									✓		$78,800	100
Biological Technicians		●				●				●		●									✓		$49,600	250
Chemical Technicians		❍				●				●		●										✓	$54,100	290
Chemists		❍		❍		●			●	●		●									✓		$90,400	140
Civil Engineering Technicians	●		●	●		●		●	●	●		●	❍			●						✓	$53,000	130
Civil Engineers	●		●	❍		●	●		●	●	❍	●			●	●					✓		$84,300	580
Computer & Information Systems Managers	●			❍		●		●	●	●		●			●						✓		$154,900	1,320
Computer Hardware Engineers			●		❍	●			●	●		●				●					✓		$112,000	140
Electrical & Electronics Engineering Techs			❍	❍		●			●	●		●	●			●						✓	$70,300	370
Electrical Engineers			❍			●		●	●	●		●	❍			●					✓		$105,600	360
Electronics Engineers, Exc Computer			❍	❍	❍	●			●	●		●	●			●					✓		$105,600	300
Engineers, All Other	●	●	❍	❍	❍	●		●	●	●	❍	●	●			●					✓		$105,500	630
Environmental Engineers	●	●	❍	❍		●			●	●	●	●				●					✓		$89,300	130
Environmental Scientists & Specialists, Including Health Hot	●	●		❍		●			●	●	❍	●				●					✓		$78,600	260
Forensic Science Technicians		❍				●			●	●	●										✓		$52,300	90
Industrial Engineering Technicians			❍	❍		●			●	●	❍	●	●			●						✓	$66,600	140
Industrial Engineers Hot	●		❍	❍		●		●	●	●		●	●								✓		$90,400	660
Life, Physical, & Social Science Technicians, All Other	●	●		❍		●		●	●	●		●	❍									✓	$59,700	170
Mechanical Drafters			❍	❍		●		●	●	●		●	●			●						✓	$56,500	100
Mechanical Engineers	●	❍	❍	●		●		●	●	●		●	●			●					✓		$95,800	400
Medical Scientists, Except Epidemiologists Hot		●				●				●		●		●					✓				$78,800	210
Operations Research Analysts Hot	●					●			●	●		●									✓		$74,200	360
Sales Engineers				❍		●			●	●		●									✓		$125,700	390
Sales Reps, Wholesale & Mfg, Tech & Scientific Products	●			❍		●				●		●	❍								✓		$92,400	780
Surveying & Mapping Technicians			❍	❍		●			●	●		●										✓	$48,500	180
Health Occupations																								
Cardiovascular Technologists & Technicians Hot				❍		●		●		●				●								✓	$64,100	130
Chiropractors	●	❍		❍		●		●		●				●	●		❍	●	✓				$67,300	80
Dentists, General	●	❍		❍			❍	●		●				●	●		❍		✓				$182,900	130
Diagnostic Medical Sonographers Hot		❍		●		●		●		●				●		❍	❍					✓	$63,500	260
Dietitians & Nutritionists	●	●		●				●		●		●		●			❍	●			✓		$53,400	270
Health Specialties Teachers, Postsecondary Hot	●	●		●	❍	●		●		●	●	●		●	●		❍	●	✓				$127,300	690

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Health Occupations *Continued*																								
Licensed Practical & Licensed Vocational Nurses	●	❍		●				●		●	●	●		●			●	●				✓	$46,500	2,230
Magnetic Resonance Imaging Technologists Hot		❍		❍		●		●		●	❍			●		●	❍					✓	$73,700	160
Nurse Anesthetists	●	●		❍		●		●	●	●	●	●		●	●	❍	❍	●		✓			$186,800	50
Nurse Practitioners Hot		●		●	❍	●		●		●	●	●		●			●	●		✓			$110,500	1,250
Nursing Instructors & Teachers, Postsec Hot	●	●		●	❍	●		●		●	❍	●		●			●	●	✓				$75,000	110
Occupational Therapists Hot		❍		❍				●		●				●			●	●		✓			$92,500	280
Ophthalmic Medical Technicians				●		●		●		●				●								✓	$35,900	110
Opticians, Dispensing	●			●						●		●	❍									✓	$40,700	180
Pharmacists	●	●		●		●				●	❍	●		●			❍	●	✓				$123,600	470
Pharmacy Technicians				●						●		●		●								✓	$33,400	1,160
Physical Therapists Hot	●			●				●		●				●			❍	●	✓				$92,500	470
Physician Assistants Hot		●		❍		●		●		●				●			●	●		✓			$108,400	520
Radiologic Technologists Hot		❍		●		●		●		●	❍	●	●	●		●	❍					✓	$60,500	490
Recreational Therapists	●			❍				●		●	❍			●			●	●			✓		$50,300	70
Registered Nurses Hot		❍		❍		●		●		●		●		●			❍	●			✓		$74,400	5,460
Respiratory Therapists Hot		●		❍		●		●		●		●		●			❍					✓	$59,000	380
Speech-Language Pathologists Hot				❍				●		●				●			❍	●		✓			$81,300	400
Surgical Technologists				❍				●		●				●								✓	$49,900	330
Therapists, All Other				❍				●		●							●	●			✓		$64,200	80
Veterinarians Hot	●	●		❍						●		●		●					✓				$99,700	120
Veterinary Technologists & Technicians		❍		●						●		●		●								✓	$35,600	320
Architecture Occupations																								
Architects, Exc Landscape & Naval	●		●	❍		●	●		●	●	●	●			●						✓		$102,000	290
Architectural & Civil Drafters			●	❍		●			●	●	❍	●										✓	$59,100	200
Architectural & Engineering Managers	●		❍	❍		●			●	●	●	●	●		●	●					✓		$154,500	340
Architecture Teachers, Postsec			●		❍	●		●	●	●	●	●					●		✓				$86,300	30
Landscape Architects	●	❍	●	●	❍	●	●		●	●	●	●									✓		$78,700	50
Social Science Occupations																								
Psychologists, All Other	●			❍				●		●	●						●	●		✓			$100,800	90
Psychology Teachers, Postsec						●		●		●		●					●	●	✓				$86,400	70
Social Science Research Assistants	●			●		●		●		●		●					●				✓		$58,200	160
Social Scientists & Related Workers, All Other	●		●	*					●	●	*	●									✓		$94,600	190
Survey Researchers	●			*	*	●				●		●					*			✓			$56,300	70
Urban & Regional Planners	●		*	*	*			●		●	●	●			●		*			✓			$66,500	100

Note: This workforce product was funded by a grant awarded by the U.S. Department of Labor's Employment and Training Administration. The product was created by the Georgia Department of Labor and does not necessarily reflect the official position of the U.S. Department of Labor. This product is copyrighted by the institution that created it. Internal use by an organization and/or personal use by an individual for non-commercial purposes is permissible. All other uses require the prior authorization of the copyright owner.

https://explorer.gdol.ga.gov/gsipub/index.asp?docid=356

For more information, contact Workforce Statistics Division at (404) 232-3875 or at workforce_info@gdol.ga.gov

Navigating the Journey

from 8th grade to High School

A

Who should attend high school registration?

All eighth grade STUDENTS and their PARENTS should attend registration at their designated high school.

If the parent is unable to attend, another (adult) family member/designee should attend with the student.

B

What is the purpose of attending high school registration?

Both the parent and the student will have an opportunity to gain information and have questions answered regarding course recommendations from the middle school.

C

How do I know where to go for high school registration?

A student's high school placement is based on the address (and associated residency information) on file at the middle school or acceptance in a specific high school program.

Current DCSS high school programs are:

- **Alexander High School** AP Capstone
- **Chapel Hill High School** AP Magnet
- **Douglas County High School** IB
- **Lithia Springs High School** STEM
- **New Manchester High School** FAME
- **College and Career Institute (CCI)** Located at West Georgia Technical College

D

What do I need to do to prepare for high school registration?

Download the **Career Planner** from the Douglas County School System website (www.douglas.k12.ga.us), save, and review the Career Planner prior to attending high school registration.

E

How do I prepare for a successful transition before school starts in August?

Attend the **Freshman Expo** on Thursday, **March 14, 2024** (usually about 6-8 pm).

Check your high school website for updates during the month of July.

Check your mail for any information your high school may send during the summer.

Attend any **Freshman Orientation** activities before school starts.

F

How are courses chosen for students?

Academic and Elective courses can be taken at your high school, the CCI (College and Career Institute), college or technical school.

Academic Courses include English, Math, Science, and Social Studies. Course recommendations will be made by middle school teachers based on each student's current class performance, last year's standardized test scores and any high school rubric/minimum requirements. World Language is an academic elective. Students who have successfully completed World Language in DCSS in 7th and 8th grades have the opportunity to take French II or Spanish II in 9th grade.

Elective Courses are similar to middle school connection classes which include Physical Education and Fine Arts.

CCI (Douglas County College and Career Institute) Classes taken at the CCI, college or technical school require a separate application process. Parents and students must work with the high school counselor to facilitate the process for any courses taken. Applications are available from your middle school counselor.

Douglas County School System

11490 Veterans Memorial Hwy., Douglasville, GA 30134
770.651.2000 www.dcssga.org

INFORMATION FOR STUDENTS ENTERING HIGH SCHOOL

23 TOTAL NUMBER OF CREDITS REQUIRED FOR GRADUATION

English	**4 credits**
• 1 credit 9th Grade Literature	
• 1 credit American Literature	
• 2 additional Literature classes	
Math	**4 credits**
• 1 credit Algebra	
• 1 credit Geometry	
• 1 credit Advanced Algebra	
• 1 additional Math credit	
Science	**4 credits**
• 1 credit Biology	
• 1 credit Physical Science or Physics	
• 1 credit Chemistry, Earth Systems, Environmental Science, or AP	
• 1 Additional Science credit	
Social Studies	**4 credits**
• 1 credit American Government	
• 1 credit World History	
• 1 credit United States History	
• 1 credit Economics/Personal Finance	
CTAE, World Language or Fine Arts	**3 credits**
Health	**.5 credit**
Personal Fitness	**.5 credit**
Electives	**3 credits**

* *Board of Regents requires 2 years of the same World Language for ALL 4 year colleges and universities.*

PROMOTION REQUIREMENTS

- 9th to 10th Grade **5 credits**
- 10th to 11th Grade **11 credits**
- 11th to 12th Grade **18 credits**

END-OF-COURSE 10% of grade

- Algebra I
- American Literature
- Biology
- US History

HONORS/AP REQUIREMENTS

- Teacher Recommendation
- Signed Student/Parent Agreement
- Recommended Lexile of at least 1250

BOARD SCHOLAR

- 2 units from the same World Language
- 1 extra core class from Math, Science, Social Studies, English, or World Language
- 3.5 cumulative GPA; No F's

INFORMATION FOR STUDENTS ENTERING HIGH SCHOOL

SEALS FOR DIPLOMAS

- **Fine Arts Seal** Complete 3 fine arts credits; 2 in the same area.
- **CTAE Cord** Complete CTAE pathway and pass End of Pathway Exam.
- **CTAE Diploma Seals** Complete a series of accomplishments as outlined and engage in activities, courses, and experiences that foster career readiness.
- **World Language Seal** Complete 3 units in the same World Language in high school.
- **Academic Seal** Complete 3 of any of the following: AP courses, college core Dual Enrollment courses, or technical college Dual Enrollment certification programs.
- **International Skills Diploma Seal** Coursework- 8 credits of courses with International focus 7 can be from World Languages (minimum 3 credits World Languages or ESOL). Community Service (20 hours) involving a global/cross cultural focus. Extracurricular activities and experience with global themes or context (minimum 4). Capstone Presentation on Knowledge gained in courses and activities listed above (Possible Format: performance, presentation, video, journal reading).
- **International Baccalaureate** Complete the two year IB program and graduate in good standing as an IB diploma candidate.
- **STEM Seal** Complete the requirements of the STEM program and graduate in good standing as a STEM diploma candidate.
- **Georgia's New Seal of Biliteracy** The Seal of Biliteracy will be available for graduating high school students starting in 2016-17. On May 3, 2016, HB 879 was signed into law establishing Georgia's Seal of Biliteracy. All Georgia public school students are eligible to attain the Seal based on evidence of achieving the required level of language proficiency in English plus one or more other languages during their high school years, be that language a native language, a heritage language, or a language learned in school or another setting.

  The requirements are:
  (1) Completion of all English language arts requirements for graduation with an overall grade point average of 3.0 or above in those classes; and

  (2) Proficiency in one or more languages other than English, demonstrated by passing a foreign language advanced placement examination with a score of.4 or higher or an International Baccalaureate examination with a score of 5 or higher. For languages in which an Advanced Placement examination is not available, the Department of Education may provide a listing of equivalent summative examinations that local school systems may use in place of such an Advanced Placement examination.

PARTICIPATION IN GRADUATION CEREMONY

Complete all 'GRADUATION COURSE REQUIREMENTS'
Please note that Georgia no longer requires passing an assessment in order to earn a diploma.

HOPE Academic rigor requirement has been added for more info, see HOPE Program section www.GAfutues.org

College Prep
- HOPE GPA; 3.0 in ALL core classes (E, M, Sc, SS, FL)
- Covers 90% previous year's tuition

Zell Miller Scholar Program
- HOPE GPA; 3.7 in ALL core classes (E, M, Sc, SS, FL)
- 26 ACT or 1200 SAT (critical reading & math only)

GEORGIA'S HOPE GRANT (a separate program from the HOPE Scholarship) is available to Georgia residents who are working towards a certificate or diploma (continuing education programs are not eligible) at an eligible college or university in Georgia.

NONTRADITIONAL PROGRAMS

- **Success Centers** Performance Learning Center (PLC)
- **Douglas County College and Career Institute** (CCI)

IMPORTANT WEB SITES

- **College Board** www.collegeboard.com
- **ACT** www.act.org
- **Georgia Futures** www.GAfutures.org

SCHOLARSHIPS AND GRANTS

While in high school, you should be deciding on what you will do after graduating. If continuing your education is your plan, part of that plan will be how you're going to pay for it. There are several scholarship and grant options available for you. Ask your counselor what your best options are. This should include HOPE and DCEF (Douglas County Education Foundation). DCEF manages several local scholarships offered to Douglas County School System graduating seniors. These local scholarships are based on financial need, GPA, participation in extracurricular activities, school organizations, and community service. Over $126,000 has been awarded through DCEF since 1993. Visit DCEF's website dcef.dcssga.org for additional details including scholarships offered, qualifications and deadlines.

Douglas County
EDUCATION FOUNDATION

www.DCEF.DCSSGA.org

CTAE FOURTH SCIENCES AND EMBEDDED COURSES

The following courses are typically considered Career, Technical, Agricultural Education (CTAE) Courses. The State Department of Education along with the University System of Georgia have determined that these courses may also be used to fulfill certain graduation and college admission requirements. If you have any questions, please talk with your student's high school counselor.

COURSE NAME	Counts as 4th Science for Graduation	Counts as 4th Science to a 4 yr. College	Counts as 4th Math for Graduation	World Language Credit for Graduation Electives ONLY
Animal Science/Technology/Biotechnology	X	X		
Essentials of Healthcare	X	X		
Food for Life	X	X		
Food Science	X	X		
Forest Science	X	X		
General Horticulture and Plant Science	X	X		
Natural Resources Management	X	X		
Plant Science and Biotechnology	X	X		
Sports Medicine	X	X		
* Advanced Placement Computer Science	X	X		X
* Advanced Placement Computer Science Principles	X	X		X
* Computer Science Principles	X	X		X
* Embedded Computing	X	X	X	X
* Game Design: Animation and Simulation	X	X	X	X
* International Baccalaureate Computer Science, Year One	X	X	X	X
* International Baccalaureate Computer Science, Year Two	X	X	X	X
* Programming, Games, Apps and Society	X	X	X	X
* Web Development	X	X	X	X

** Two computer science sequenced courses will satisfy the two year foreign language requirement for graduation electives but may not be accepted for foreign language credit by the colleges and universities.*

The following ARE approved by the Board of Regents as a fourth science.

- AP Physics 1 and AP Physics 2
- AP Physics C: Mechanics and AP Physics C: Electricity and Magnetism
- Biology I, Biology II and Advanced Placement Biology
- Forensic Science and Criminal Investigations (Law, Public Safety, Corrections and Security Pathway)
- International Baccalaureate Biology, Year One and Year Two (DCHS only)
- International Baccalaureate Chemistry, Year One and Year Two (DCHS only)
- International Baccalaureate Design Technology (DCHS only)

The following are a fourth science but NOT approved by the Board of Regents.

- Aviation Meteorology
- Biotechnology (AG-BT)
- Digital Electronics
- Scientific Research I or Scientific Research II

Certain CTAE courses have been identified by the State Department of Education as courses in which the standards of specific academic courses are also embedded. Since mastery of the standards in the CTAE course would also indicate mastery of the standards in the academic course, satisfactory completion of the CTAE courses will also earn credit for the student in the academic course. In short, the student earns two credits for one CTAE course. The following courses are included in this provision at this time:

Course Name	**Essentials of Healthcare**
Course Credits on your transcript	**Essentials of Healthcare and Anatomy for a total of two credits**

CERTIFICATES, OPPORTUNITIES AND RESOURCES

CTAE INDUSTRY CERTIFICATION

When a program becomes industry certified, it receives a "Stamp of Excellence", which represents the apex of program quality. Only those programs that have successfully undergone rigorous reviews by leaders from business and industry are recognized with this distinction.

This formal process strengthens all program components, including:

- *Classrooms and labs which are equipped with state-of-the-art equipment and technology*
- *CTAE and academic performance standards that are aligned to national standards*
- *In-depth, project-based instruction in all curriculum areas*
- *Appropriate and varied Career Related Education (CRE) instruction, including school-based enterprises and entrepreneurial ventures*
- *Career and Technical Student Organizations (CTSOs) which offer co-curricular competitive events on the local, state and national level and provide leadership development skills for personal and professional growth; and*
- *Business, industry and community involvement in all aspects of the program*

Industry certified programs not only offer outstanding opportunities to students who receive instruction through such programs but they also offer positive benefits for schools as well as employers.

NONTRADITIONAL OCCUPATIONS

Nontraditional careers are those occupations or fields of work for which individuals from one gender comprise less than 25% of the individuals employed. Students are encouraged to enroll in courses that fit their career goals regardless of the gender make-up in the classroom. Some examples of nontraditional careers are:

- *Nursing for males*
- *Drafting for females*
- *Cosmetology for males*
- *Automotive for females*

CAREER PLANNING RESOURCES

www.GAfutures.org
GAfutures is an internet site to help students with high school, college and career planning, financial aid, and applying for college.

www.careeronestop.org
CareerOneStop, sponsored by the U.S. Department of Labor, provides opportunities for visitors to identify interests, explore careers, and find education options.

www.bls.gov/oco/
The Occupational Outlook Handbook is a nationally recognized source of career information. It describes what workers do on the job, working conditions, the training and education needed, earnings, and expected job prospects. The handbook covers a wide range of occupations.

www.Myplan.com
MyPlan.com is a career database which allows visitors to search, browse, or query through over 900 different careers, read career profiles, job descriptions, and educational requirements, and explore career outlooks.

YouScience.com
YouScience was created to help answer some of life's biggest questions: "Why am I learning this?" and "What do I want to be when I grow up?" The innovative aptitude and career discovery tool and industry-recognized certifications have revolutionized the way students, educators, and employers view talent and possibility.

The Standard of Excellence
DOUGLAS COUNTY SCHOOL SYSTEM

High School Career Pathways

2024-2025 OPTIONS

ALEXANDER HIGH SCHOOL

6500 Alexander Parkway
Douglasville, GA 30135

770-651-6000
AHS.DCSSGA.org

Liberal Arts College Preparatory
AP Capstone

- Advanced Accounting
- Allied Health and Medicine
- Automobile Maintenance Light Repair
- Business Accounting
- Collision Repair
- Companion Animals
- Computer Science
- Financial Services
- Forestry/Wildlife Systems
- Horticulture/Plant Science
- JROTC - Army
- Law Enforcement
- Marketing and Management
- Nutrition and Food Science
- Programming
- Teaching as a Profession
- Web and Digital Design
- Workforce Ready

CHAPEL HILL HIGH SCHOOL

4899 Chapel Hill Road
Douglasville, GA 30135

770-651-6200
CHHS.DCSSGA.org

Advanced Placement
Magnet Program

- Allied Health and Medicine
- Computer Science
- Early Childhood Care and Education
- Emergency Medical Responder
- Emergency Medical Technician
- Entrepreneurship
- Hospitality, Recreation & Tourism
- Human Resources Management
- JROTC - Navy
- Marketing and Management
- Marketing Communications and Promotions
- Nutrition and Food Services
- Programming
- Workforce Ready

DOUGLAS COUNTY HIGH SCHOOL

8705 Campbellton Street
Douglasville, GA 30134

770-651-6500
DCHS.DCSSGA.org

IB International Baccalaureate

- Allied Health and Medicine
- Business and Technology
- Cosmetology
- Cybersecurity
- Early Childhood Care and Education
- Hospitality, Recreation and Tourism
- JROTC - Army
- Law Enforcement
- Nutrition and Food Science
- Marketing Communications and Promotions
- Phlebotomy
- Sports Medicine
- Web and Digital Design
- Workforce Ready

LITHIA SPRINGS HIGH SCHOOL

2520 East County Line Road
Lithia Springs, GA 30120

770-651-6700
LSHS.DCSSGA.org

Liberal Arts College Preparatory
AP Capstone

- Computer Science
- Cybersecurity
- Early Childhood Care and Education
- Emergency Medical Responder
- Emergency Medical Technician
- Engineering and Technology
- Entrepreneurship
- Human Resources Management
- JROTC - Marines
- Marketing Communications and Promotions
- Nutrition and Food Science
- Sports and Entertainment Marketing
- Sports Medicine
- Web and Digital Design
- Workforce Ready

NEW MANCHESTER HIGH SCHOOL

4925 Highway 92/166
Douglasville, GA 30135

770-651-2700
NMHS.DCSSGA.org

FAME
Fine Arts Magnet Program

- Allied Health and Medicine
- Audio/Video Technology and Film
- Business and Technology
- Computer Science
- Early Childhood Care and Education
- Entrepreneurship
- Law Enforcement
- Marketing Communications and Promotions
- Nutrition and Food Science
- Workforce Ready

DOUGLAS COUNTY COLLEGE & CAREER INSTITUTE

4600 Timber Ridge Drive, Bldg D
Douglasville, GA 30135

770-947-7690
CCI.DCSSGA.org

Dual Enrollment
West Georgia Technical College

Douglas County COLLEGE & CAREER INSTITUTE

- Audio/Video Technology and Film
- Automotive
- Cosmetology
- Criminal Justice
- Cybersecurity
- Culinary Arts
- Dental Assisting
- Early Childhood Education
- Game Development
- Marketing
- Nutrition and Food Science
- Nurse Aide
- Pharmacy
- Welding
- Workforce Ready

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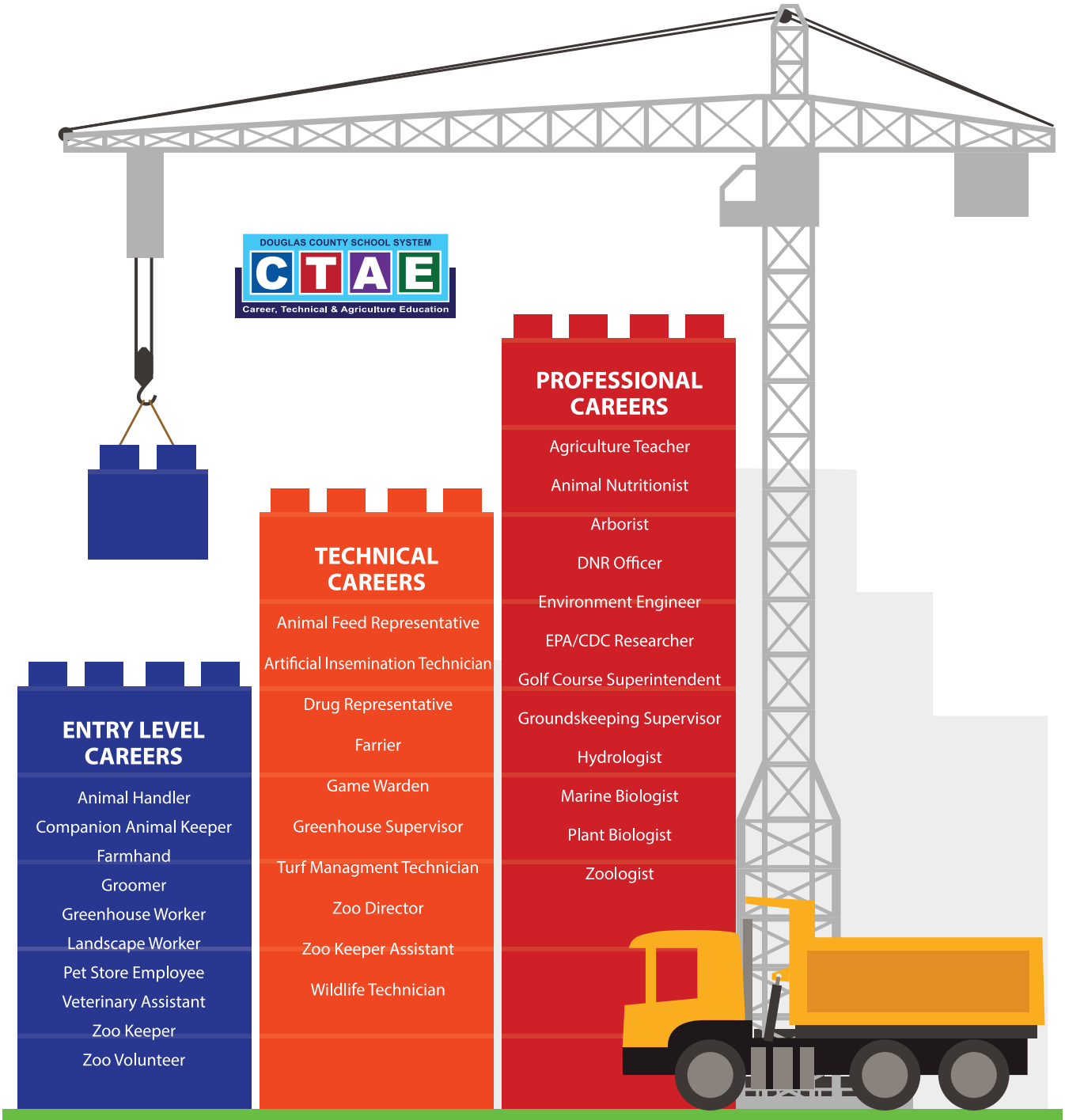


AGRICULTURE, FOOD AND NATURAL RESOURCES CLUSTER

COMPANION ANIMAL SYSTEM PATHWAY

Companion animals are a large part of the animal care industry. Veterinary staff care for the well-being of animals by performing routine tasks under the supervision of veterinarians, scientists, and veterinary technologists and technicians. Animal care and service workers feed, water, groom, bathe, and exercise pets and other nonfarm animals. Veterinary medicine has advanced considerably, and many of the veterinary services offered today are comparable to health care for humans, including cancer treatments and kidney transplants.

Pathway Courses

- Basic Agriculture Science
- Animal Science and Biotechnology
- Small Animal Care

Examples of Post-Secondary Opportunities

- Animal Science
- Equine Science
- Genetics
- Poultry Science
- Veterinary Medicine

Career and Technical Student Organization

- FFA

Future Career Choices

Agricultural Animals

Agricultural Inspector

Agriculture Teacher

Animal Breeder

Animal Care and Service Worker

Animal Scientist

Biological Technician

Nonfarm Animal Caretaker

Ranch Manager

Veterinarian

Veterinary Assistant

Veterinary Technician

FORESTRY/WILDLIFE SYSTEM PATHWAY

Those working in the forestry and natural resources field conserve and manage our forest and natural resources. Those working in this field regularly work with landowners, loggers, forestry technicians and aides, farmers, ranchers, government officials, special interest groups, and the general public. Anyone interested in this field should enjoy working outdoors. The federal, state, and local governments employ many forestry and natural resources workers.

INDUSTRY CREDENTIAL

Precision Natural Resource

Pathway Courses

- Basic Agriculture
- Forest Science
- Wildlife Management

Examples of Post-Secondary Opportunities

- Agricultural Science
- Environmental Science
- Forestry
- Rangeland Managment

Career and Technical Student Organization

- FFA

Future Career Choices

Aquacultural Manager
Biological Science Postsecondary
Conservation Scientist
Fish and Game Officer
Fish and Game Warden
Fisheries Manager
Forest and Conservation Technician
Forest Manager
Forest Worker
Forester
Log Grader and Scaler
Logger
Logging Equipment Operator
Natural Sciences Manager
Park Naturalist
Park Manager
Range Manager
Soil and Water Conservationist
Teacher
Wildlife Manager
Zoologist and Wildlife Biologist

HORTICULTURE/PLANT SCIENCE PATHWAY

This course is designed as an introduction for the Horticulture/Plant Science Pathway Program of Study. The course introduces the major concepts of plant and horticulture science. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.

Pathway Courses

- Basic Agricultural Science
- General Horticulture and Plant Science
- Nursery and Landscape

Examples of Post-Secondary Opportunities

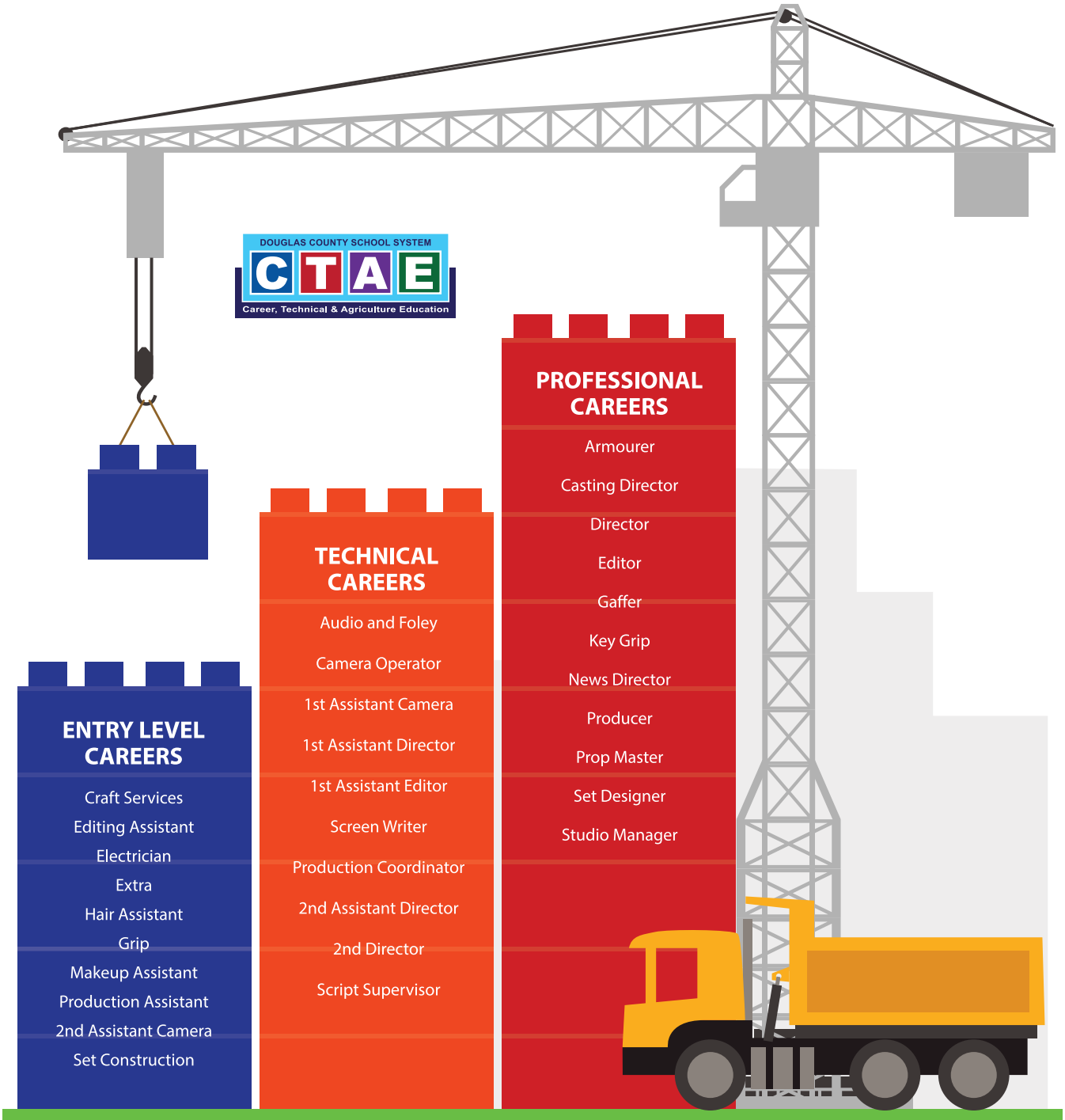
- Agricultural
- Environmental Science
- Horticulture
- Natural Resource Science
- Plant Pathology

Career and Technical Student Organization

- FFA

Future Career Choices

Athletic Field Manager
Commercial Landscape Designer
Cooperative Extension Agent
Farmer
Fruit and Orchard Production
Garden Center Owner/Operator
Garden Writer
Golf Course Manager
Greenhouse
Horticulture Teacher
Interior-Scape Designer
Irrigation System Design
Irrigation System Installation
Landscape Designer
Orchard and Vegetable Farm
Park Design and Maintenance
Plants or Seed Sales
Public and Private Garden Curator
Public Garden
Research Scientist or Plant Breeding
Sod Production and Sales
Wetland Reclamation
Zoo or City Government Horticulturist



ARTS, AUDIO-VISUAL TECHNOLOGY AND COMMUNICATIONS CLUSTER

AUDIO/VIDEO TECHNOLOGY AND FILM PATHWAY

Audio and Video Technology and Film is a class that teaches all aspects of video production from pre-production, production, and post-production, including theory and practical application. Students will have the opportunity to participate in various types of broadcast/video production from events and commercials to mini-movies and documentaries.

Pathway Courses

- Audio and Video Technology and Film I
- Audio and Video Technology and Film II
- Audio and Video Technology and Film III

Examples of Post-Secondary Opportunities

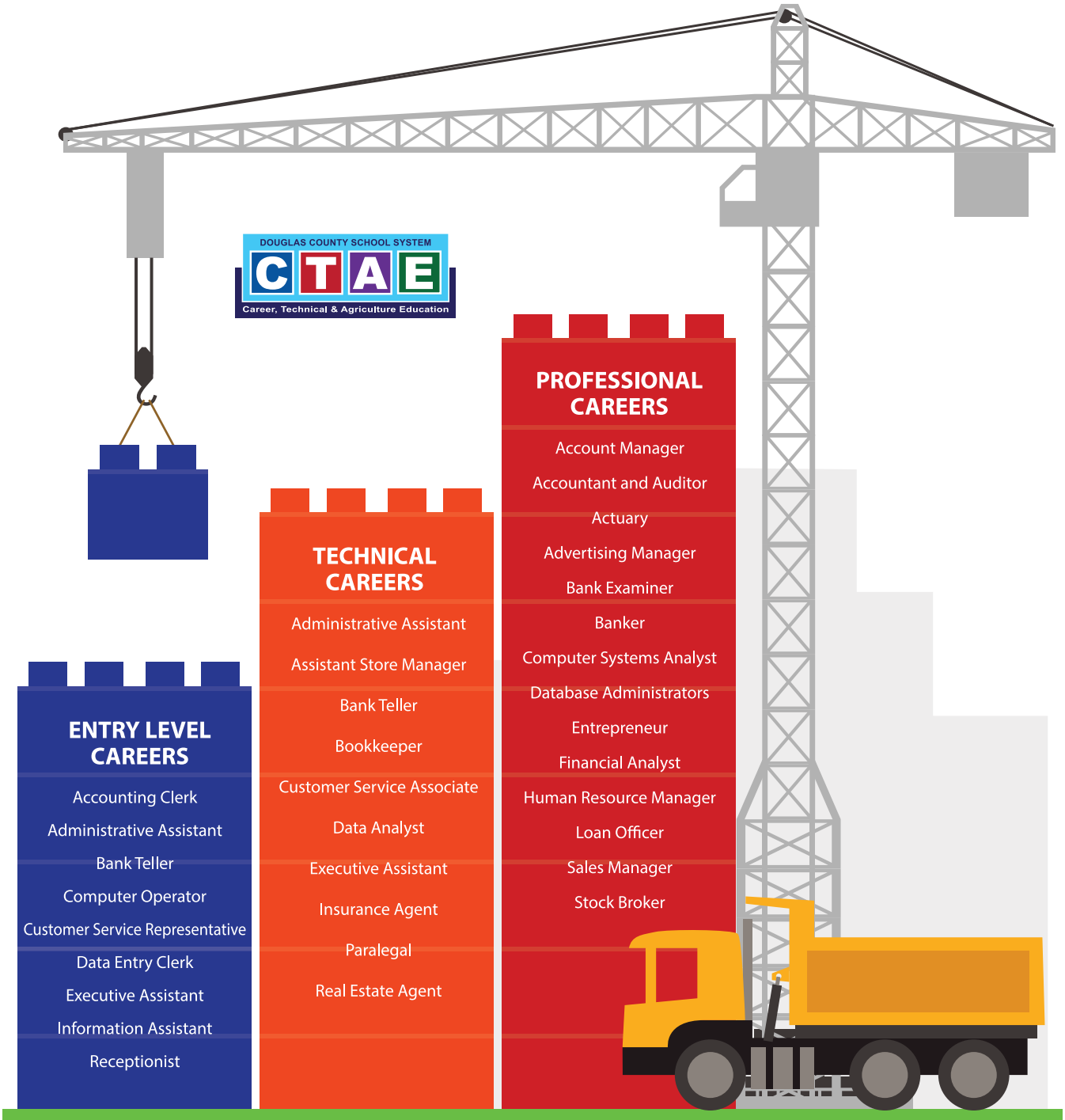
- Audio/Visual Technology
- Broadcast
- Cinematology
- Digital Media
- Digital Video Production
- Film Production
- Georgia Film Academy
- Journalism and Broadcasting
- Mass Communications
- Mass Media/Arts
- Public Relations
- Telecommunications Arts
- Video/Digital

Career and Technical Student Organizations

- DECA
- FBLA
- SkillsUSA

Futurel Career Choices

Art Director
Audio Engineer
Audio-Video Equipment Technician
Audio-Video Operator
Broadcast Field Supervisor
Broadcast News Analyst
Broadcast Technician
Camera Operator
Chief Engineer
Control Room Technician Editor
Journalist
Radio and TV Announcer
Reporter
Sound Engineer
Station Manager
Transmission Engineer



BUSINESS MANAGEMENT AND ADMINISTRATION CLUSTER

BUSINESS AND TECHNOLOGY PATHWAY

Pathway of social, ethical, and human issues related to business and technology. Courses will provide an introduction to computer technology, decision making, productivity, communications, and problem-solving skills. Areas of instruction include integration of word processing, spreadsheet, database, and presentation software as well as the use of emerging technologies.

INDUSTRY CREDENTIAL

Microsoft Office Specialist Certification in Power Point

Pathway Courses

- Introduction to Business and Technology
- Business and Technology
- Business Communications

Examples of Post-Secondary Opportunities

- Administrative Support Assistant
- Business
- Business Administration
- Business Administrative Technology
- International Business
- Microsoft Applications Certification (MOAC)
- Microsoft Excel Application User
- Microsoft Office Application Professional

Career and Technical Student Organizations

- DECA
- FBLA
- SkillsUSA

Future Career Choices

Administrative Assistant
Administrative Services Manager
Communications Equipment Operator
Computer Operator
Court Reporter
Customer Service Assistant
Data Entry Clerk
Data Entry Specialist
Dispatcher
Executive Assistant
General Office Assistant
Human Resource Specialist
Information Assistant
Legal Secretary
Medical Transcriptionist
Office Manager
Payroll Specialist
Receptionist
Shipping and Receiving Personnel
Word Processors

ENTREPRENEURSHIP PATHWAY

Entrepreneurs, innovators, and small businesses play a key role in Georgia's economy. Business professionals may be managers, owners, accountants, economists, administrators, or analysts. These individuals must possess excellent communication skills and be able to establish working relationships with many different people.

Pathway Concentration Courses

- Introduction to Business and Technology
- Legal Environment of Business
- Entrepreneurship

Examples of Post-Secondary Opportunities

- Business Administration and Management
- Business Office Technology
- Entrepreneurship
- Hospitality Industry
- Management and Supervisory Development
- Office Administration

Career and Technical Student Organizations

- DECA
- FBLA
- SkillsUSA

Future Career Choices

Accountant and Auditor
Administrator
Appraiser and Assessor of Real Estate
Bank Teller
Business Educator
Chief Executive Officer
Claims Adjuster
Claims Examiner
Computer Support Specialist
Computer Systems Analyst
Cost Estimator
Database Administrator
Employment/Recruitment Specialist
Entrepreneur
Financial Analyst
Financial Manager
Investigator
Network and Computer System
Paralegal and Legal Assistant
Personal Financial Advisor
Social/Community Service Manager
Tax Preparer
Training and Development Manager

HUMAN RESOURCES MANAGEMENT PATHWAY

Students will analyze the primary functions of human resources management which include recruitment, selection, training, development, compensation, and evaluation. The pathway is designed to equip students with operational knowledge of hiring, managing, and terminating employees. Throughout the third course, students will be introduced to the Human Resource Management role by following the life cycle of an employee from organizational entry to exit. Upon mastery of the standards in this pathway, students should be prepared to pass an End of Pathway assessment in this career area.

INDUSTRY CREDENTIAL

PRH (Professional in HR)
SPHR (Senior Professional in HR)
GPHR (Global Professional in HR)

Pathway Courses

- Introduction to Business and Technology
- Legal Environment of Business
- Human Resources Principles

Examples of Post-Secondary Opportunities

- Finance Degree
- Human Resource Management
- SHRM Certified Professional (SHRM-CP)
- Professional in Human Resources (PHR)
- Global Professional in Human Resources (GPHR)
- HRCI Associate Professional in Human Resources (aPHR)
- Senior Certified Professional (SHRM-SCP)

Career and Technical Student Organization

- FBLA

Future Career Choices

Benefits Administrator

Compensation and Benefits Manager

Employee Relations Manager

Employee Training Specialist

Human Resources Assistant

Human Resources Manager

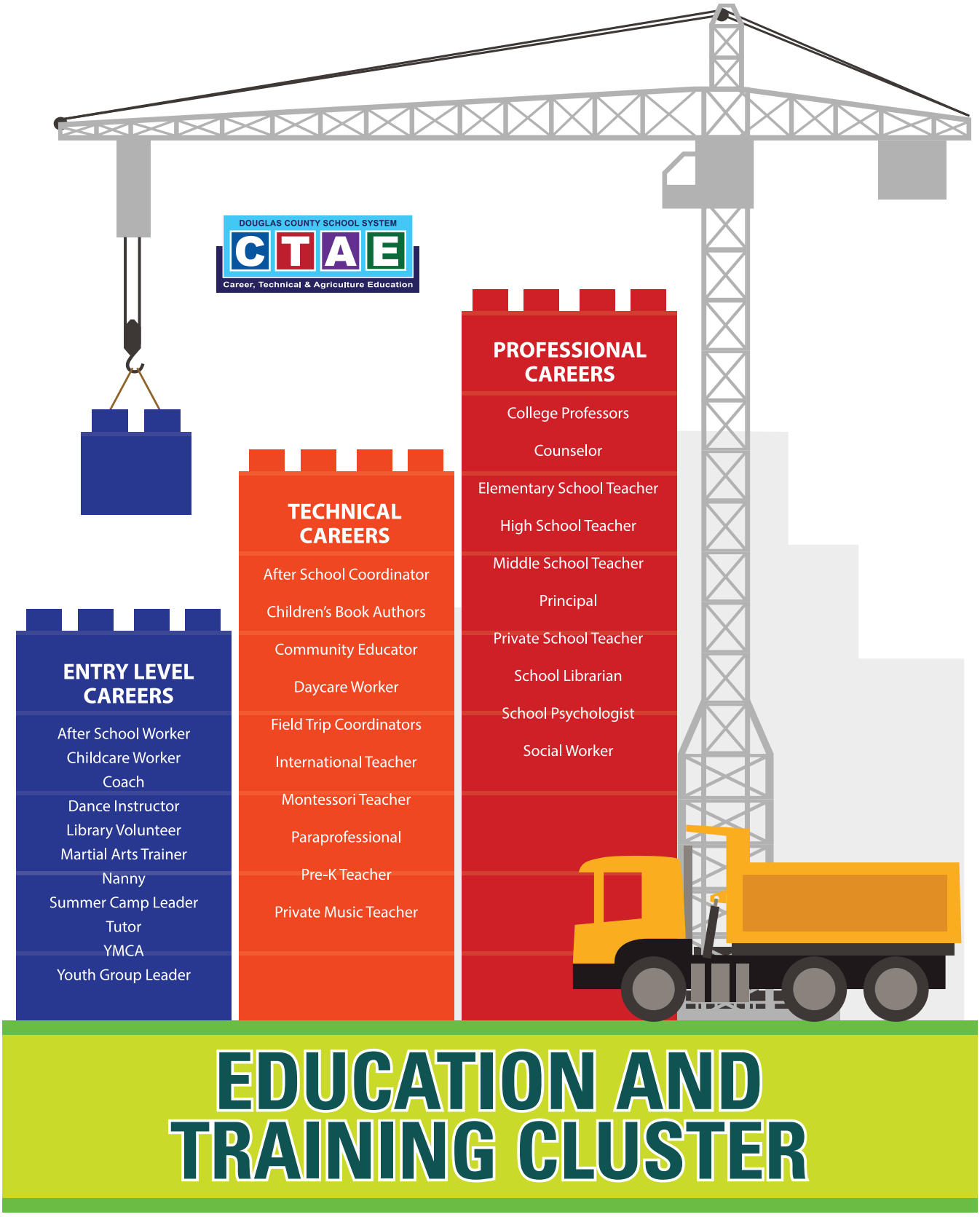
Human Resources Specialist

Job Analysis Specialist

Labor Relations Specialist

Payroll Specialist

Training and Development Manager



EDUCATION AND TRAINING CLUSTER

EARLY CHILDHOOD CARE AND EDUCATION PATHWAY

Educational services is the second largest industry which includes a variety of institutions that offer academic education or career and technical instruction. This includes elementary, middle and secondary schools, universities, colleges, professional schools, community or junior colleges and career and technical institutes. The overall demand for educational services will increase as a growing emphasis on improving education. Retirements will create large numbers of job openings.

Pathway Courses

- Early Childhood Education I
- Early Childhood Education II
- Early Childhood Education III
- Early Childhood Education Practicum (not offered at AHS)

Examples of Post-Secondary Opportunities

- Child Care
- Child Development Associate Credential (CDA)
- Early Childhood Care and Education
- Infant-Toddler Childcare Specialist

Career and Technical Student Organization

- FCCLA

Future Career Choices

After-School Program Supervisor

Child Care Administrator

Child Care Director and Owner

Child Care Supervisor

Child Life Specialist

Education Administrator

Educational and Teacher Aide

Elementary School Teacher

Kindergarten Teacher

Lottery Funded Pre-School Teacher

Preschool Teacher

Recreation Attendant

Special Education Teacher

University Instructor and Professor

TEACHING AS A PROFESSION PATHWAY

Educational services is the second largest industry which includes a variety of institutions that offer academic education or career and technical instruction. This includes child care through colleges and universities. The overall demand for educational services will increase as a growing emphasis on improving education. Retirements will create large numbers of job openings.

Pathway Courses

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

Recommended Courses

- Any education course
- Human Growth and Development
- Psychology
- Work-Based Learning
- World Language

Examples of Post-Secondary Opportunities

- Child Care and Development
- Early Childhood
- Education of the Gifted
- Health and Physical Education
- Infant-Toddler Care Specialist
- Primary School Education
- Professional School Counseling
- School Psychology

Career and Technical Student Organization

- FCCLA

Future Career Choices

Administration
Adult Educator
After-School Program Supervisor
Associate Teacher
Coach
County Extension Agent
Education Administrator
Education Evaluator
Educational and Teacher Aide
Elementary School Teacher
High School Teacher
Media Specialist
Middle School Special Education Teacher
Middle School Teacher
Post-Secondary Vocational Education
Recreation Attendant
School Administration
Seconary School Teacher
Social Services Aide
Special Education Teacher
Teacher

FINANCE CLUSTER

ADVANCED ACCOUNTING PATHWAY

These courses are designed to provide students with knowledge that can be applied in secondary education, the work place, and in their personal lives. During times of financial crisis it is imperative that students learn the importance of sound financial decision-making.

INDUSTRY CREDENTIAL

NOCT I and II Accounting Business

Pathway Courses

- Introduction to Business and Technology
- Accounting I
- Accounting II

Examples of Post-Secondary Opportunities

Technical Colleges

- Accounting
- Actuarial Sciences
- Banking and Finance
- Business
- Business Technology
- Economics
- Finance
- Marketing and Real Estate

Career and Technical Student Organizations

- DECA
- FBLA
- SkillsUSA

Future Career Choices

Accountants
Auditors
Actuary
Bank Teller and Manager
Cash Manager
Chief Financial Officer
Controller
Corporate Finance Professional
Credit Analyst
Financial Analyst
Financial Counselor
Financial Manager
Insurance Agent and Broker
Insurance Manager
Investment Banker
Loan Officer
Personal Financial Advisor
Personal Wealth Manager
Real Estate Agents and Broker
Securities/Commodities Sales
Stock Broker

BUSINESS ACCOUNTING PATHWAY

Strong growth in accounting jobs throughout the next decade is expected to occur due to the increased growth in the number of new businesses and stricter accounting and auditing regulations.

Pathway Courses

- Introduction to Business and Technology
- Financial Literacy
- Principles of Accounting I

Examples of Post-Secondary Opportunities

- Accounting
- Business Technology, Education, and/or Management
- Economics
- Finance
- Marketing and Real Estate
- Office Accounting Specialist

Career and Technical Student Organizations

- DECA
- FBLA
- SkillsUSA

Future Career Choices

Auditing Clerk

Auditor

Bookkeeper

Budget Analyst

Certified Public Accountant

Collector and Revenure Agent

Corporate Accountant

Entrepreneur

FBI Agent

Financial Advisor

Financial Analyst

Forensic Accountant

Government Accountant

Income Tax Professional

Managerial Accountant

Non-Profit Accountant

Tax Examiner

Teacher

FINANCIAL SERVICES PATHWAY

This Pathway uses project based instruction to introduce students to the basics of the banking system, bank operating procedures, negotiable instruments, and the deposit and credit functions of banks. Methods used for measuring the financial performance of banks are analyzed. Current issues and future trends in banking are examined. Students explore the major functions of bank employees by completing a flow-of-work simulation. Students formulate business and individual investment decisions by comparing and contrasting a variety of investment options.

Pathway Courses

- Introduction to Business and Technology
- Financial Literacy
- Banking, Investing and Insurance

Examples of Post-Secondary Opportunities

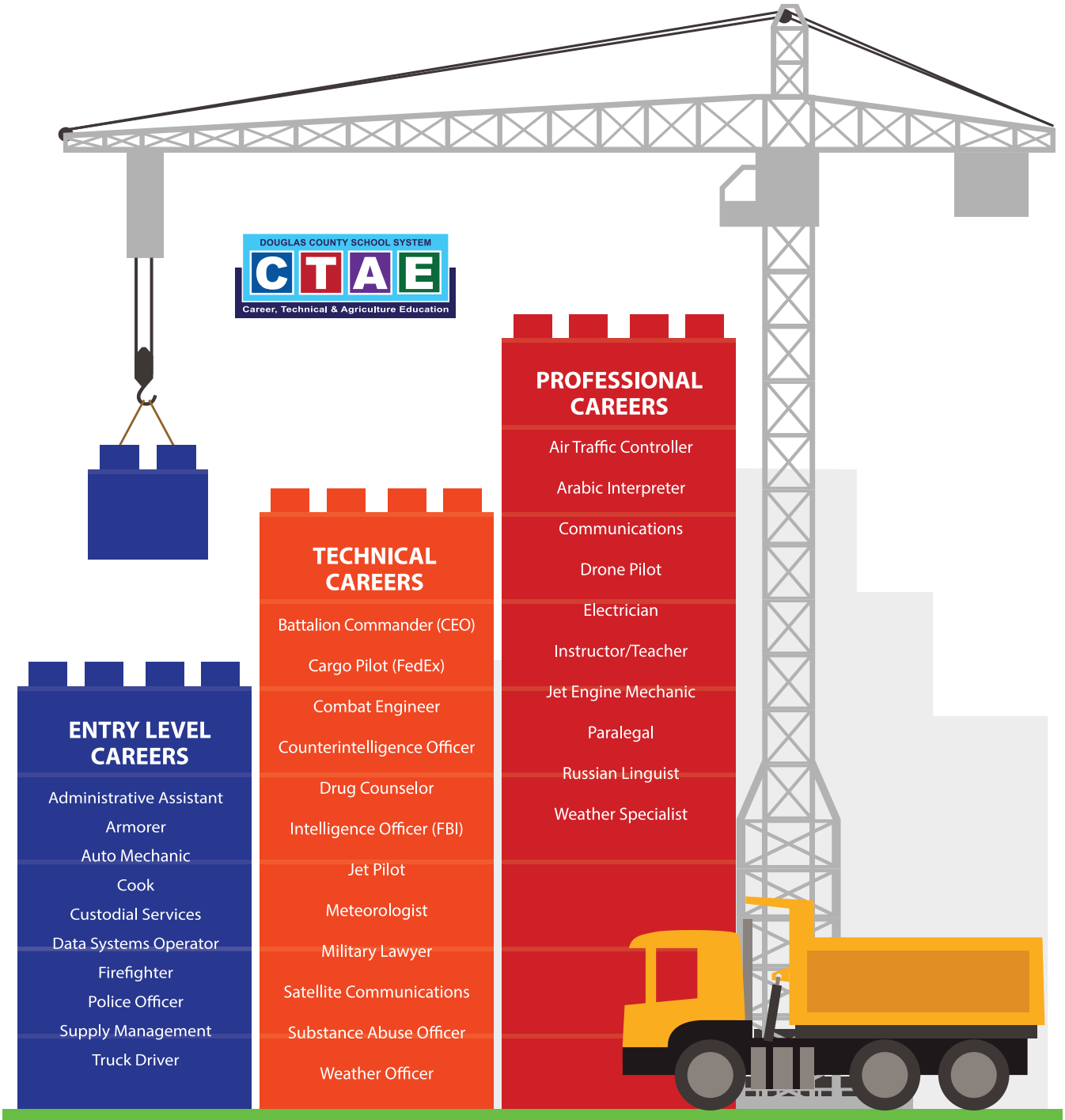
- Accounting
- Business Administration-Financial Analysis
- Business Technology
- Consumer and Family Financial Services
- Financial Planning
- Office Accounting Specialist

Career and Technical Student Organizations

- DECA
- FBLA

Future Career Choices

Accountant
Auditor
Banker
Budget Analyst
Business Teacher
Claims Adjuster
Financial Analyst
Financial Planner
Financial Project Specialist
Insurance Sales Agent
Investment Banker
Loan Officer
Research
Sales and Service
Tax Associate



GOVERNMENT AND PUBLIC ADMINISTRATION CLUSTER

JROTC ARMY PATHWAY

The program's focus is reflected in its mission statement, "To Motivate Young People to be Better Citizens." It prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. Army JROTC is a stimulus for promoting graduation from high school, and it provides instruction and rewarding opportunities that will benefit the student, community, and nation.

Pathway Courses

- JROTC/ARMY I
- JROTC/ARMY II
- JROTC/ARMY III
- JROTC/ARMY IV
- JROTC/ARMY V
- JROTC/ARMY VI
- JROTC/ARMY VII
- JROTC/ARMY VIII

Examples of Post-Secondary Opportunities

- Academy Appointments
- Active Reserve and National Guard options
- Armed Forces (Advanced Placement Enlistment Opportunities) Army, Air Force, Marines, Navy, Coast Guard
- Athletic Team
- Orienteering Team
- ROTC (Scholarships Available)

Career and Technical Student Organizations

- Academic Team
- Color Guard
- Drill Team
- Leadership Team
- Raiders
- Rifle Team

Future Career Choices

Air Traffic Controller
Aircraft Repairer
Broadcast Specialist
Cavalry Scout
Chaplain
Computer and Detection Repairer
Construction Equipment Repairer
Criminal Investigation Special Agent
Equipment Repairer
Finance Officer
Health Care Specialist
Human Resource Specialist
Information Technology Specialist
Intelligence Analyst
Interpreter and Translator
Medical Laboratory Specialist
Military Police Officer
Missile Fire Control Operator
Missile Fire Control Maintainer
Signal Intelligence Analyst
Special Forces
Technical Engineer
Transportation Management
Visual Information Operator

JROTC MARINES PATHWAY

The program's focus is reflected in its mission statement, "To Motivate Young People to be Better Citizens." It prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. Marine JROTC is a stimulus for promoting graduation from high school, and it provides instruction and rewarding opportunities that will benefit the student, community, and nation.

Pathway Courses

- JROTC/Leadership Ed I
- JROTC/Leadership Ed II
- JROTC/Leadership Ed III
- JROTC/Leadership Ed IV

Examples of Post-Secondary Opportunities

- Academy Appointments
- Active Reserve and National Guard options
- Armed Forces (Advanced Placement Enlistment Opportunities) Army, Air Force, Marines, Navy, Coast Guard
- Athletic Team
- Orienteering Team
- ROTC (Scholarships Available)

Career and Technical Student Organizations

- Academic Team
- Color Guard
- Drill Team
- Raiders
- Rifle Team

Future Career Choices

Administration
Air Traffic Controller
Aviation Ordinance
Broadcast Specialist
Construction Equipment Repairer
Criminal Investigation
Engineering
Equipment Repair
Flight Crew
Human Resource
Information Technology
Intelligence
Military Police
Missile Fire Control Operator
Multi Media Illustrator
Naval Aviation (Pilot)
Photographer
Supply Logistic
Transportation Management

JROTC NAVY PATHWAY

The NJROTC curriculum emphasizes citizenship and leadership development, as well as maritime heritage, t he significance of sea power, and naval topics such as the fundamentals of naval operations, seamanship, navigation and meteorology. Classroom instruction is complimented throughout the year with community service projects, drill competition, field meets, flights, visits to naval activities, marksmanship training, and other military training.

Pathway Courses

- NJROTC I - Introduction to NJROTC/ Cadet Field Manual
- NJROTC II - Maritime History/Nautical Science
- NJROTC III - Naval Knowledge/Naval Skills
- NJROTC IV - Naval Leadership/Global Awareness

Examples of Post-Secondary Opportunities

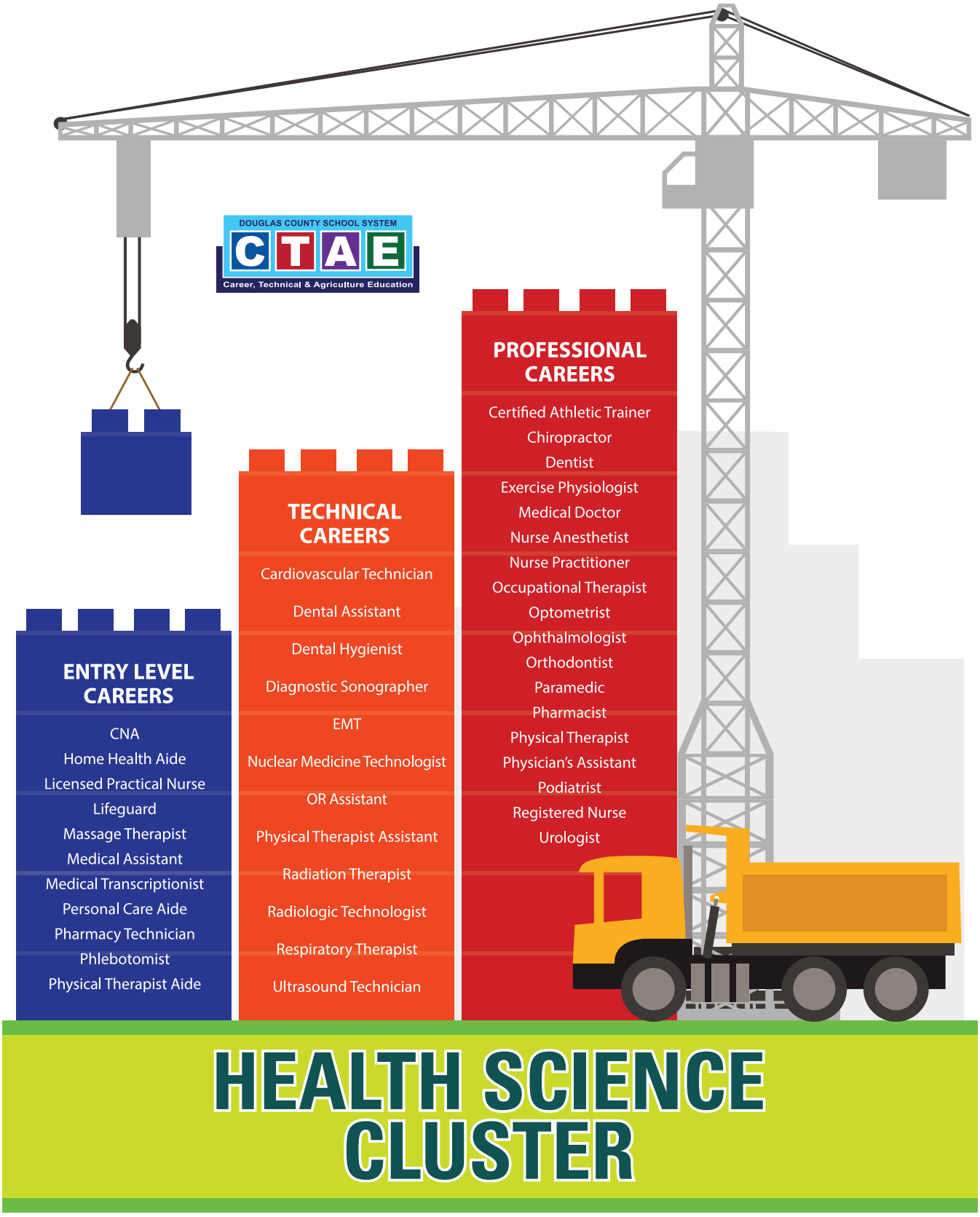
- Academy Appointments
- Active Reserve and National Guard options
- Armed Forces (Advanced Placement Enlistment Opportunities) Army, Air Force, Marines, Navy, Coast Guard
- Athletic Team
- Orienteering Team
- ROTC (Scholarships Available)

Career and Technical Student Organizations

- Academic Team
- Athletic Team
- Drill Team
- Orienteering Team
- Rifle Team
- NJROTC Club
- Cyber Patriot Team

Future Career Choices

Art and Photography
Aviation
Business Management
Construction and Building
Electronics
Energy and Power
Engineering
Finance and Accounting
Human Resource
Information Technology
Intelligence and Communication
Law Enforcement and Security
Mechanical and Industrial
Medical and Dental
News and Media
Office and Administrative Support
Purchasing and Supply
Religion
Special Operations
Telecommunications
Transportation



HEALTH SCIENCE CLUSTER

THERAPEUTIC SERVICES

ALLIED HEALTH AND MEDICINE PATHWAY

Employment is projected to increase 18% through 2026 - more than in any other industry. The healthcare industry offers jobs in a variety of establishments: hospitals, nursing and residential care facilities, physicians, dental, and other health practitioners offices, home health care services, outpatient care centers, ambulatory health care services and medical and diagnostic laboratories.

Pathway Courses

- Introduction to Healthcare Science
- Essentials of Healthcare (counts as 4th Science)
- Allied Health and Medicine

Examples of Post-Secondary Opportunities

- Certified Clinical Medical Assistant (CCMA)
- Certified Medical Assistant (CMA)
- National Certified Medical Assistant (NCMA)
- Nurse Aid
- Nurse Practitioner
- Practical Nursing
- Radiologic Technology
- Registered Medical Assistant (RMA)
- Surgical Technology

Career and Technical Student Organization

- HOSA

Future Career Choices

Clinical Laboratory Technician

Emergency Medical Technicians (EMT)

Licensed Practical Nurse (LPN)

Medical Laboratory Technician

Medical Doctor

Medical Laboratory Technician

Orthopedic Technologist

Paramedic

Pediatrician

Pharmacist

Physical Therapist

Nurse's Assistant

Nurse Practitioner

Radiologic Technologist

School Nurse

Surgical Technologist

THERAPEUTIC SERVICES

EMERGENCY MEDICAL RESPONDER PATHWAY

The U.S. Bureau of Labor Statistics (BLS) predicts that employment of emergency medical technicians (EMTs) and paramedics will grow 7% between 2018 and 2028, which is faster than the average for all U.S. occupations (www.bls.gov). A growing aging population is expected to increase the likelihood of medical emergencies, thus increasing the need for EMTs and paramedics. Plus, emergency rooms are frequently overcrowded, which increases the amount of time that EMTs and paramedics must spend with each patient. This is also likely to increase the number of job positions.

Pathway Courses

- Introduction to Healthcare Science
- Essentials of Healthcare Science
- Emergency Medical Responder

Examples of Post-Secondary Opportunities

- Chemistry
- Emergency Medical Services
- Health Services
- Required national certification from the National Registry of Emergency Medical Technicians (www.nremt.org)
- Required state licensure from the Georgia Department of Public Health Office of Emergency Medical Services (dph.georgia. gov/EMS)

Career and Technical Student Organization

- HOSA

Future Career Choices

Air Ambulances

Contract Medic

Emergency Dispatcher

Emergency Nurse

Emergency Room Technician

EMT/Paramedic

Fire Departments

Firefighter

Forensic Science Technician

Hospital Ambulance Services

Hospital Emergency Departments

Industrial Medic

Law Enforcement Agencies

Offshore Medic

Paramedic Technologist

Physician Practices

Private Ambulance Services

Public Ambulance Services

Surgery Technologist

THERAPEUTIC SERVICES

EMERGENCY MEDICAL TECHNICIAN PATHWAY

The U.S. Bureau of Labor Statistics (BLS) predicts that employment of emergency medical technicians (EMTs) and paramedics will grow 7% between 2018 and 2028, which is faster than the average for all U.S. occupations (www.bls.gov). A growing aging population is expected to increase the likelihood of medical emergencies, thus increasing the need for EMTs and paramedics. Plus, emergency rooms are frequently overcrowded, which increases the amount of time that EMTs and paramedics must spend with each patient. This is also likely to increase the number of job positions.

Pathway Courses

- Introduction to Healthcare Science
- Essentials of Healthcare (counts as 4th science)
- Emergency Medical Technician

Examples of Post-Secondary Opportunities

- Chemistry
- Emergency Medical Services
- Health Services
- Required national certification from the National Registry of Emergency Medical Technicians (www.nremt.org)
- Required state licensure from the Georgia Department of Public Health Office of Emergency Medical Services (dph.georgia. gov/EMS)

Career and Technical Student Organization

- HOSA

Future Career Choices

Air Ambulances

Contract Medic

Emergency Dispatcher

Emergency Room Technician

Fire Departments

Forensic Science Technician

Hospital Ambulance Services

Hospital Emergency Departments

Industrial Medic

Law Enforcement Agencies

Offshore Medic

Physician Practices

Private Ambulance Services

Public Ambulance Services

Surgery Technologist

DIAGNOSTIC SERVICES

PHLEBOTOMY PATHWAY

A phlebotomist draws blood for testing, verifies the patient's identity, and enters patient information into a database. Persons going into phlebotomy must be comfortable with blood, needles, and test tubes. Work location typically is a hospital, lab, or blood bank setting.

Pathway Courses

- Introduction to Healthcare Science
- Essentials of Healthcare
- Diagnostics Phlebotomy

Examples of Post-Secondary Opportunities

- Certified in American Society for Pathology (ASCP)
- National Phlebotomy Association (NPA) Certification
- Phlebotomy Certification
- Technician Certification

Career and Technical Student Organizations

- HOSA

Future Career Choices

Cardiovascular Technician

Cardiovascular Technologist

Information Nurse Specialist

Medical Lab Assistant

Nuclear Technician

Patient Service Technican (PST)

Phlebotomist

Phlebotomy Supervisor

Phlebotomy Technician

Physician

Radiologic Technologist

Registered Nurss

Respiratory Technician

Other Health Related Occupation

THERAPEUTIC SERVICES

SPORTS MEDICINE PATHWAY

This pathway is devoted to musculoskeletal disorders that alter the functional ability of the patient. Employment in this pathway is available for persons interested in pursuing careers in the Sports Medicine/Rehabilitative Services industry. Careers in this industry focus on improvement of ability to perform life tasks through the combined use of physical training (exercise, movement, and modification of activities), medications, adaptive equipment, orthotics (braces), and prosthesis devices. Careers in rehabilitation focus on helping people return to independence and self-reliance.

Pathway Courses

- Introduction to Healthcare Science
- Essentials of Healthcare
- Sports Medicine

Examples of Post-Secondary Opportunities

- Athletic Training
- Nurse Practitioner
- Orthopedic Technology
- Physical Therapy
- Radiologic Technology
- Registered Nurse
- Sports Medicine
- Surgical Technology

Career and Technical Student Organization

- HOSA

Future Career Choices

Athletic Trainer
Chiropractor
Exercise Physiologist
Kinesiotherapist
Massage Therapist
Occupational Therapist
Occupational Therapist Aide
Orthopedic Nurse
Orthopedic Physician
Orthopedic Surgeon
Orthotist and Prosthetist
Osteopathic Physician
Personal Trainer
Physical Therapist
Physical Therapy Assistant
Physician's Assistant
Physiatristy
Podiatric Physician
Radiologist
Radiologist Technician
Sports Medicine Physician

HOSPITALITY AND TOURISM CLUSTER

SPORTS AND ENTERTAINMENT MARKETING PATHWAY

*Entertainment related to film and TV, music, gaming, digital media, and sports marketing are huge in Georgia. In addition to basic knowledge and skills in management and entrepreneurship, students will apply their knowledge and skills in order to master the industry's terminology, market arenas and venues, obtain sponsorships, maintain solid media relations, coordinate and manage campaigns and events, etc. This pathway culminates with an opportunity for students to take the MBA Research "A*S*K Marketing Concepts" end of pathway assessment or the NOCTI "Marketing Education Manager Trainee" end of pathway assessment.*

Pathway Courses

- Marketing Principles
- Introduction to Sports and Entertainment Marketing
- Advanced Sports and Entertainment Marketing

Examples of Post-Secondary Opportunities

- Advertising
- Business
- Communications
- Journalism
- Marketing
- Public Relations
- Sports Marketing
- Sports Management

Career and Technical Student Organizations

- DECA
- FBLA

Future Career Choices

Advertising

Brand Manager

Event Coordinator

Market Researcher

Promoter

Public Relations

Sales

Social Media Manager

Sports Agent

Sports Marketing Professional

Sports Writ

HOSPITALITY, RECREATION AND TOURISM PATHWAY

Georgia represents the 8th largest tourism economy in the country and the 2nd largest industry in Georgia. The Hospitality, Recreation and Tourism Industry consists of the following Lodging, Hotels and Resorts; Conventions, Meetings, Trade Shows and Events; Restaurants and Food Service; Recreation, Attractions, Sporting Events and Parks and Travel, including Air, Rail, Auto and Coach. Since the industry is primarily a service-oriented industry, workers will need good communication skills, and they will have to understand the importance of meeting the needs of individuals.

Pathway Courses

- Marketing Principles
- Hospitality, Recreation, and Tourism Essentials
- Hospitality, Recreation, and Tourism Management

Examples of Post-Secondary Opportunities

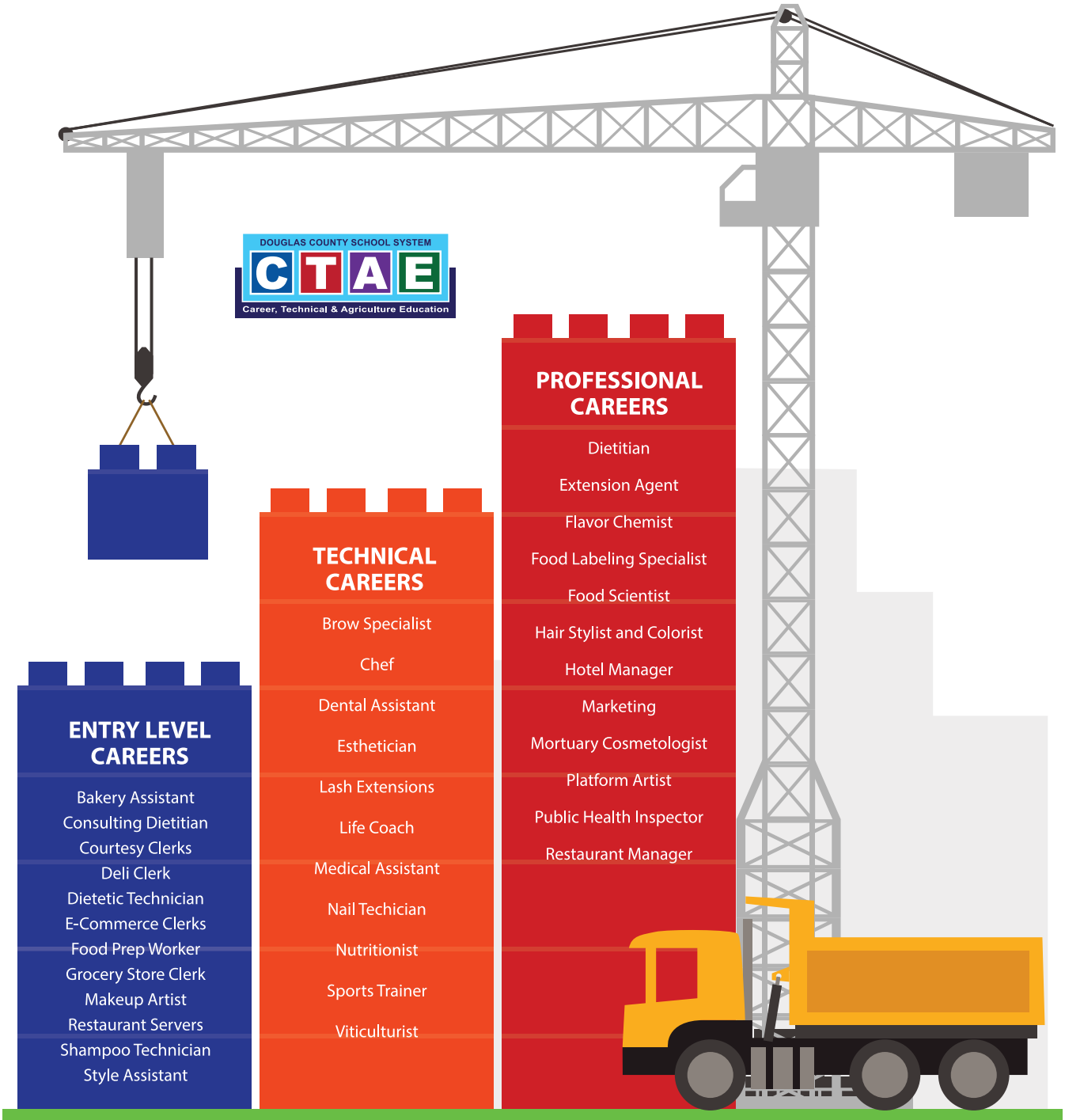
- Communications
- Culinary Arts
- Hospitality Management
- International Tourism
- Marketing Management
- Meetings and Event Planning
- Sports Marketing

Career and Technical Student Organizations

- DECA
- FBLA
- FCCLA

Future Career Choices

Activities Director
Catering Manager
Country Club Marketing
Country Club Management
Cruise Director
Customer Account Representative
Economic Development Specialist
Entertainment Marketer
Entrepreneur
Event Manager
Golf Course Marketing
Golf Course Management
Hotel and Lodging Management
International Tourism Management
Meeting and Convention Planners
Parks and Recreation Management
Recreation and Amusements Marketer
Restaurant Management
Sales Representative
Social Media Marketer
Sports and Entertainment Marketer
Sports Marketing Management
Tour Guide
Tourism Director
Travel Agent
Travel Blogger and Video
Travel Planner
Wedding Planner



HUMAN SERVICES CLUSTER

NUTRITION AND FOOD SERVICES PATHWAY

Employment in this field is expected to grow faster than average through 2014 as a result of the increasing emphasis on disease prevention through improved dietary habits. A growing and aging population will increase the demand for meals and nutritional counseling agencies in hospitals, residential care facilities, schools, prisons, community health programs, and home health care.

INDUSTRY CREDENTIAL

ServSafe Food Handler

Pathway Courses

- Food, Nutrition, and Wellness
- Food for Life (counts as 4th Science)
- Food Science (counts as 4th Science)

Examples of Post-Secondary Opportunities

- Catering Specialist
- Culinary Arts
- Dietetics/Dietician
- FACS Education
- Food and Beverage Management
- Food and Nutrition Food Service Systems
- Food, Nutrition and Wellness Studies
- Food Production Assistant, Worker, or Apprentice
- Food Science and Technology
- Hotel/Restaurant/Tourism Management
- Nutrition and Food Service
- Restaurant Manager

Career and Technical Student Organizations

- FCCLA
- SkillsUSA

Future Career Choices

Agricultural Engineer
Biochemist
Chef and Head Cook
Chemical Technician
Culinary Nutrition Assistant
Dietetic Technician
Dietician/Nutritionist
Family and Consumer Science Teacher
Flavorist
Food Inspector
Food Production Worker I
Food Scientist and Technologist
Food Service Manager
Food Toxicologist
Food Writer
Geriatric Food Designer
Health Educator
Health Inspector
Prep Cook
Research and Development Specialist
Sensory Scientist

PERSONAL CARE SERVICES

COSMETOLOGY PATHWAY

This pathway is formulated for students who desire to become licensed cosmetologists. All participating students are required by the Georgia State Board of Cosmetology to obtain a total of 1500 unit hours to be eligible for both the written and practical state test. Students benefit from the program because it allows the student the opportunity to obtain at least half of the required state board hours.

Pathway Courses

- Introduction to Personal Care Services
- Cosmetology Services II
- Cosmetology Services III

Examples of Post-Secondary Opportunities

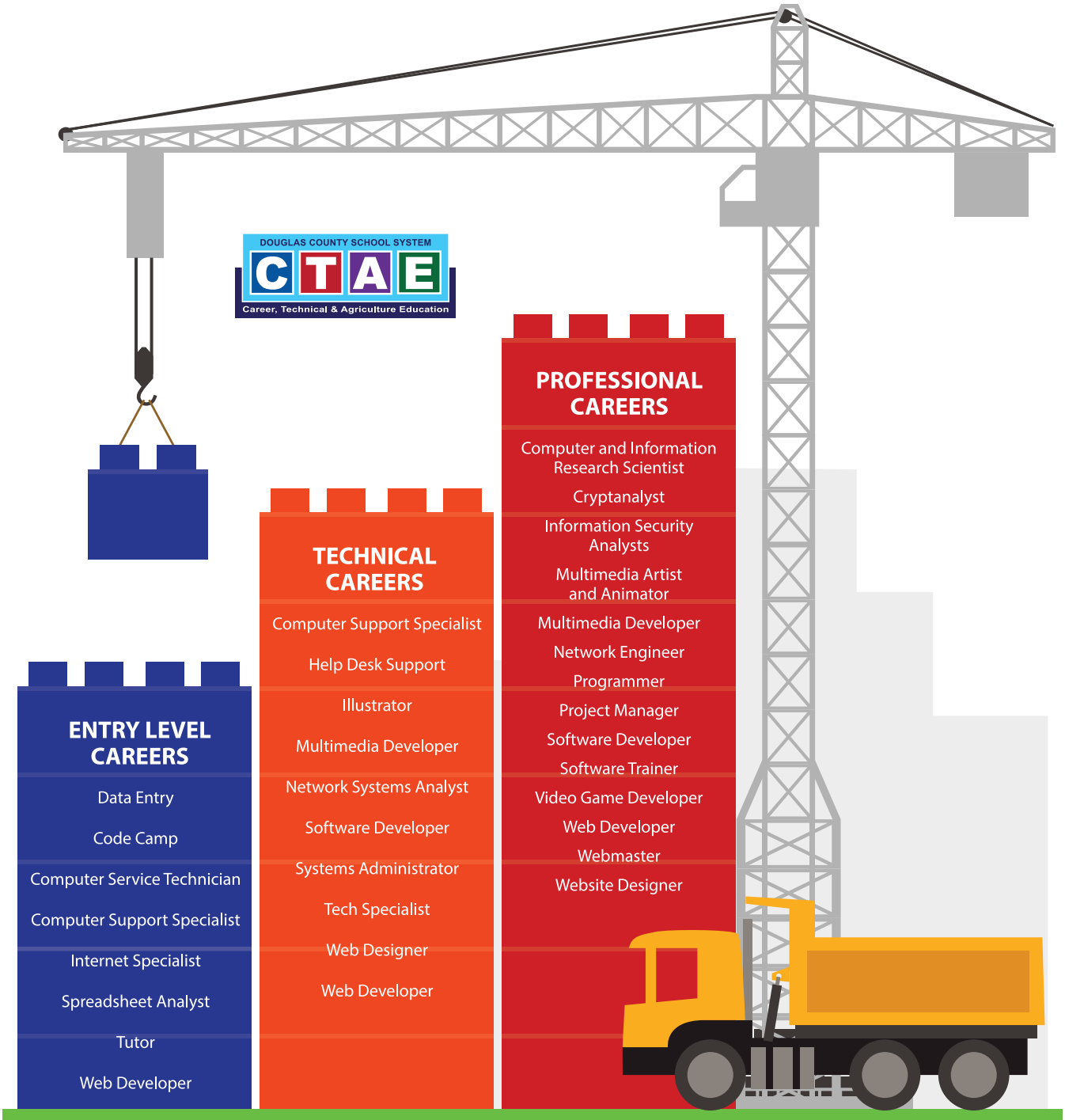
- Barber License
- Cosmetology
- Cosmetology License
- Esthetician License
- Hair Designer
- Hair Designer License
- Master Cosmetology License
- Shampoo Technician

Career and Technical Student Organization

- SkillsUSA

Future Career Choices

Barber Stylist
Chemical Texture Specialist
Color Specialist Chemist
Cosmetologist
Cutting Specialist
Editorial Specialist
Esthetician
Hair Color Specialist
Hairstylist
Make-up Artist
Master Cosmetologist
Nail Technicians
Permanent Wave Technician
Platform Artist
Receptionist
Salon Owner
Shampoo Techician
Wig Stylist



INFORMATION TECHNOLOGY CLUSTER

COMPUTER SCIENCE PATHWAY

Careers in Computer Science lead individuals to create, modify, and test codes - all while inventing and designing new approaches to computing technology and finding innovative uses for existing technology. Career area focus requires solving complex problems in computing for business, medicine, science, and other fields.

Pathway Courses

- Introduction to Software Technology
- Computer Science Principles or AP Computer Science Principles (counts as 4th Science or 4th Math)
- AP Computer Science (counts as 4th Science or 4th Math)

Examples of Post-Secondary Opportunities

- Computer Engineering Technology
- Electromechanical Engineering Technology
- Telecommunications Engineering Technology
- Industrial Engineering Technology
- Electrical Engineering Technology
- Computer Systems Engineering

Career and Technical Student Organizations

- FBLA
- TSA

Future Career Choices

Computer Hardware Engineers

Computer Info Systems Managers

Computer Network Architects

Computer Programmers

Computer System Analysts

Computer System Design Specialist

Database Administrators

Information Security Analysts

Network Computer Systems

Network Design Technology Specialist

Network Specialist

Software Developers

Software Engineers

Video Game Designers

CYBERSECURITY PATHWAY

The increased use of computers has created a high demand for specialists to provide advice to users, as well as for day-to-day administration, maintenance, and support of computer systems and networks. This pathway is designed to introduce students to the field of cybersecurity while examining best practices related to the management of security, ethics, trust, internal/external threats, cryptography, and wireless technologies. Computer-related jobs are generally high paying, and those working in the profession require a foundational knowledge of problem solving and logical thinking.

Pathway Courses

- Introduction to Software Technology
- Introduction to Cybersecurity
- Advanced Cybersecurity

Examples of Post-Secondary Opportunities

- Certified Ethical Hacker (CEH)
- Certified Information Security Manager (CISM)
- Certified Information System Security Professional (CISSP)
- CompTIA Security Certification
- Computer Science
- Criminal Justice
- Cybersecurity
- Cyber Crime Management
- Google Cybersecurity Professional Certification
- Information Technology
- Management Information Systems
- Network Engineering and Security

Career and Technical Student Organizations

- FBLA
- TSA

Future Career Choices

Administrative Support Workers

Computer Systems Manager

Computer System Administrator

Computer Network Support Specialist

Computer Operator

Computer Support Specialist

Computer User Support Specialist

Cybersecurity Analysis

Cybersecurity Engineer

Cybersecurity Specialist

First-Line Supervisor of Office

Information Systems Manager

Information System Secruity Officer

Network System Administrator

Pententration Tester

Security Administration

Software Developer

Threat Analyst Technical Specialist

PROGRAMMING PATHWAY

The Programming pathway gives many opportunities to strengthen problem solving skills and provides needed skills in all disciplines.

Pathway Courses

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

Examples of Post-Secondary Opportunities

- Actuarial Science
- Business Information Systems
- CISCO CCNP Specialist
- CISCO Network Specialist
- Computer Forensics
- Computer Information Systems
- Computer Software Engineering, and/or Support Specialist
- Drafting Technology
- Internet Specialist/Website Design
- LINUX/UNIX System Administrator
- Networking Specialist
- PC Repair & Network Techician
- Programming
- Wireless Engineering Technology
- Wireless Networking Technician

Career and Technical Student Organizations

- FBLA
- SkillsUSA

Future Career Choices

Actuary

Computer Programmer

Computer Scientist

Computer Software Engineer

Computer Systems Analysis

Computing Systems Manager

Database Administrator

Game Artist

Game Tester

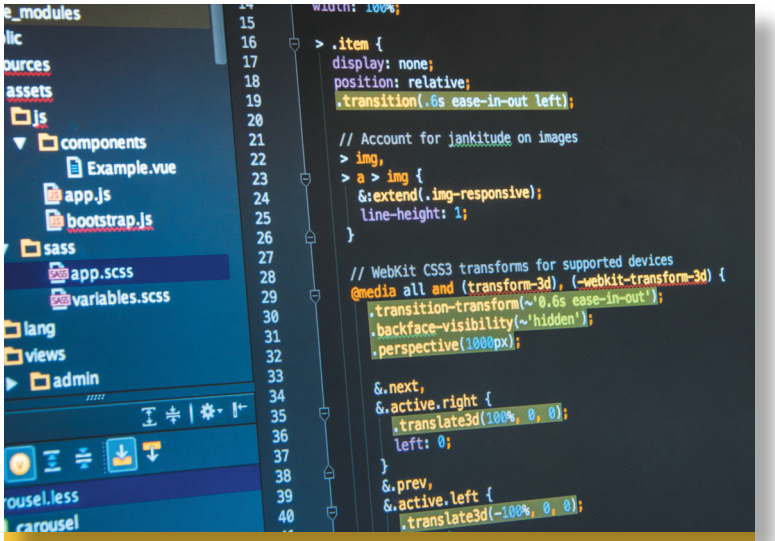
Information Systems Manager

Mathematician

Software Developer

WEB AND DIGITAL DESIGN PATHWAY

This pathway instructs students on the basics of designing a web page and leads to advanced web design and 3D animation. Web design can be found in every area of business and industry, as well as in individuals' personal life. Students will have the opportunity to learn skills that will help them create web pages, gaming and other digital media features.



INDUSTRY CREDENTIAL

W3Schools HTML Certification

Pathway Courses

- Introduction to Software Technology
- Digital Design
- Web Design

Examples of Post-Secondary Opportunities

- Animation
- Computational Media
- Computer Animation and Multimedia
- Computer Science
- Computer Simulation
- Digital Media
- Graphic Design
- Internet Specialist - Web Site Design
- Printing and Graphics Technology
- Web Site Designer

Career and Technical Student Organizations

- DECA
- FBLA
- SkillsUSA

Future Career Choices

Computer Service Technician

Computer Specialist

Graphic Designer

Illustrator

Internet Specialist

Multi-Media Artist and Animator

Multimedia Developer

Network Analyst

Network Engineer

Programmer

Project Manager

Software Trainer

Video Game Developer

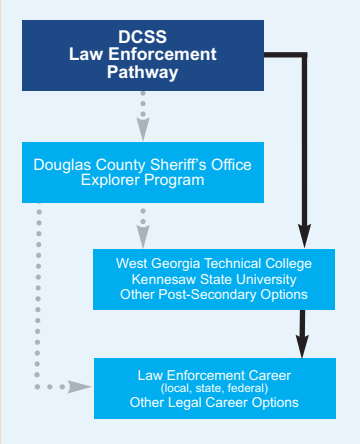
Web Developer

Webmaster

Website Designer

LAW, PUBLIC SAFETY, CORRECTIONS AND SECURITY CLUSTER

LAW ENFORCEMENT PATHWAY



This pathway is designed to provide students with career-focused educational opportunities in various public safety fields. Each course has elements which cover tactics, methods, and skills utilized in law enforcement and other public safety organizations. Students have opportunity to be involved with the Douglas County Sheriff's Office Explorer Program.

Pathway Courses

- Introduction to Law, Public Safety, Corrections, and Security
- Criminal Justice Essentials
- Criminal Investigations

Program Completers Currently in Law Enforcement at

- Douglas County Sheriff's Office
- Douglasville Police Department
- Georgia State Patrol
- Cherokee County Sheriff's Office
- MARTA Police Department

Examples of Post-Secondary Opportunities

- Administration Criminal Justice
- Criminal Justice Technology
- Criminology
- Forensic Science
- Law Enforcement Technology
- Pre-law

Career and Technical Student Organization

- SkillsUSA

Future Career Choices

Arson Investigator
Coroner
Crime Analysis
Crime Scene Investigator
Detective
Evidence Technician
Fingerprint Technician
Forensic Investigator
Forensic Pathologist
Forensic Psychologist
Forensic Scientist
Forensic Science Technician
Medical Examiner
Police Officer
Sheriff's Officer
Special Agent

MARKETING CLUSTER

MARKETING AND MANAGEMENT PATHWAY

Students develop knowledge and skills in the foundational areas of marketing (economics, human relations and business basics) and the functional areas of marketing (product and service planning, marketing-information management, purchasing and pricing, selling and promotion, risk management, financing and distribution/logistics, as well as international marketing, management and entrepreneurship.

Pathway Courses

- Marketing Principles
- Marketing and Entrepreneurship
- Marketing Management

Examples of Post-Secondary Opportunities

- Accounting
- Advertising
- Business Administration
- Business Management
- Communication
- Economics
- Entrepreneurship
- Fashion Design and Marketing
- Graphic Arts
- Hospitality Administration
- International Business
- Marketing
- Professional Sales
- Real Estate
- Retail Merchandising
- Risk Management and Insurance

Career and Technical Student Organizations

- DECA
- FBLA

Future Career Choices

Advertising Account Executive
Airline Customer Service Agent
Automobile Salesperson
Brand Management
Brand Strategist
Communications Specialist
Creative Director
Customer Service Representative
Demonstrator and Product Promoter
Digital Marketer
Entertainment Marketer
Fashion Retailer
Floral Designer
Funeral Director
Insurance Agent
Interior Designer
Logistics Specialist
Market Research Analyst
Marketing Specialist
Media Buyer
Mortgage Broker
Public Relations Specialist
Real Estate Agent
Retail Buyer and Salesperson
Sales Representative
Search Engine Optimization Specialist
Social Media Manager
Sports Marketer
Travel Agent

MARKETING COMMUNICATIONS AND PROMOTIONS PATHWAY

Keen competition should be expected in these highly coveted jobs. Those working in the marketing communications and promotion field coordinate market research, market strategies, sales, advertising, promotion, pricing, product development and public relations activities. Job opportunities available in this field include advertising managers, account executives, creative directors, media directors, promotions managers, marketing managers, product development managers, market research managers, public relations managers and sales managers. These jobs are found in almost every industry, and the number of jobs available is expected to increase faster than average through 2020. College graduates with related experience, a high level of creativity and strong communication skills will have the best job opportunities. Technology is changing the way we communicate and promote goods and services with potential customers. As a result, the more computer related skills one can accumulate, the better his/her employment opportunities in this industry.

Pathway Courses

- Marketing Principles
- Marketing and Entrepreneurship
- Marketing Management

Examples of Post-Secondary Opportunities

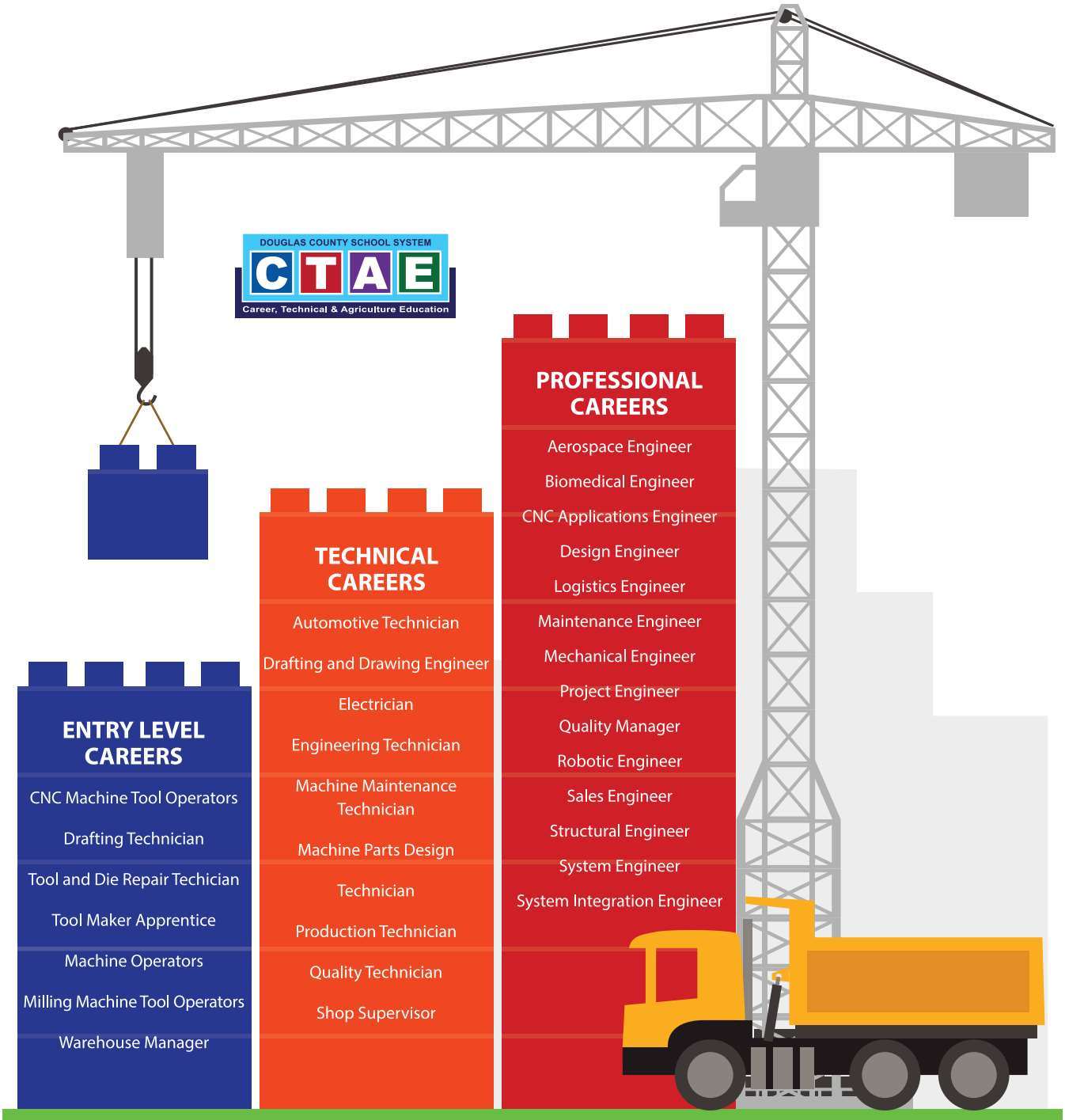
- Accounting
- Advertising
- Business Administration
- Business Economics
- Communication
- Graphic Arts
- Management
- Marketing
- Project Management

Career and Technical Student Organizations

- DECA
- FBLA

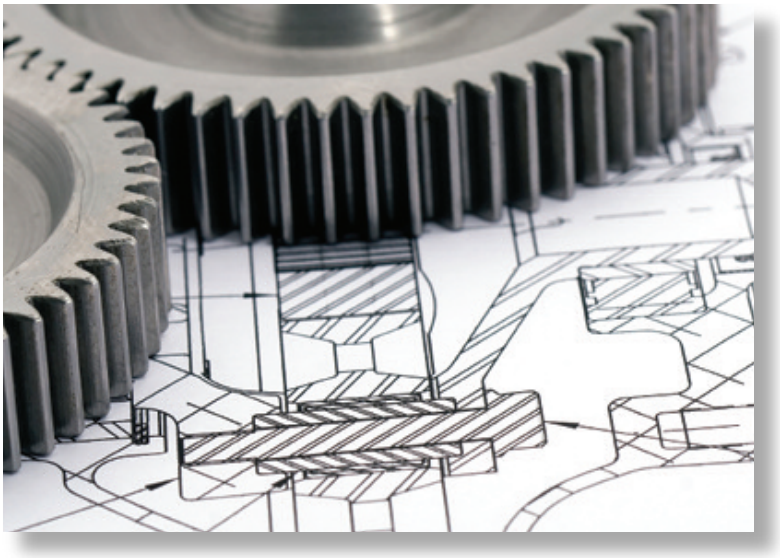
Future Career Choices

Advertising and Promotion Manager
Brand Ambassador
Business Teachers/Post-Secondary
Green Marketer
Market Research Analyst
Marketing Communication Associate
Marketing Communication Specialist
Marketing Manager
Marketing Strategist
Public Relations Specialist
Product Marketer
Promotions Coordinator
Public Relations Specialist
Sales Agent
Sales Manager
Sales Representative
Social Media Manager
Social Media Marketer



SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS CLUSTER

ENGINEERING AND TECHNOLOGY PATHWAY



The major focus of the IED course is to expose students to design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. IED gives students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based (APPB) learning. Used in combination with a teamingapproach, APPB-learning challenges students to continually hone their interpersonal skills, creative abilities, and understanding of the design process. It also allows students to develop strategies to enable and direct their own learning, which is the ultimate goal of education.

Pathway Courses

- Foundations of Engineering and Technology
- Engineering Concepts
- Engineering Applications

Examples of Post-Secondary Opportunities

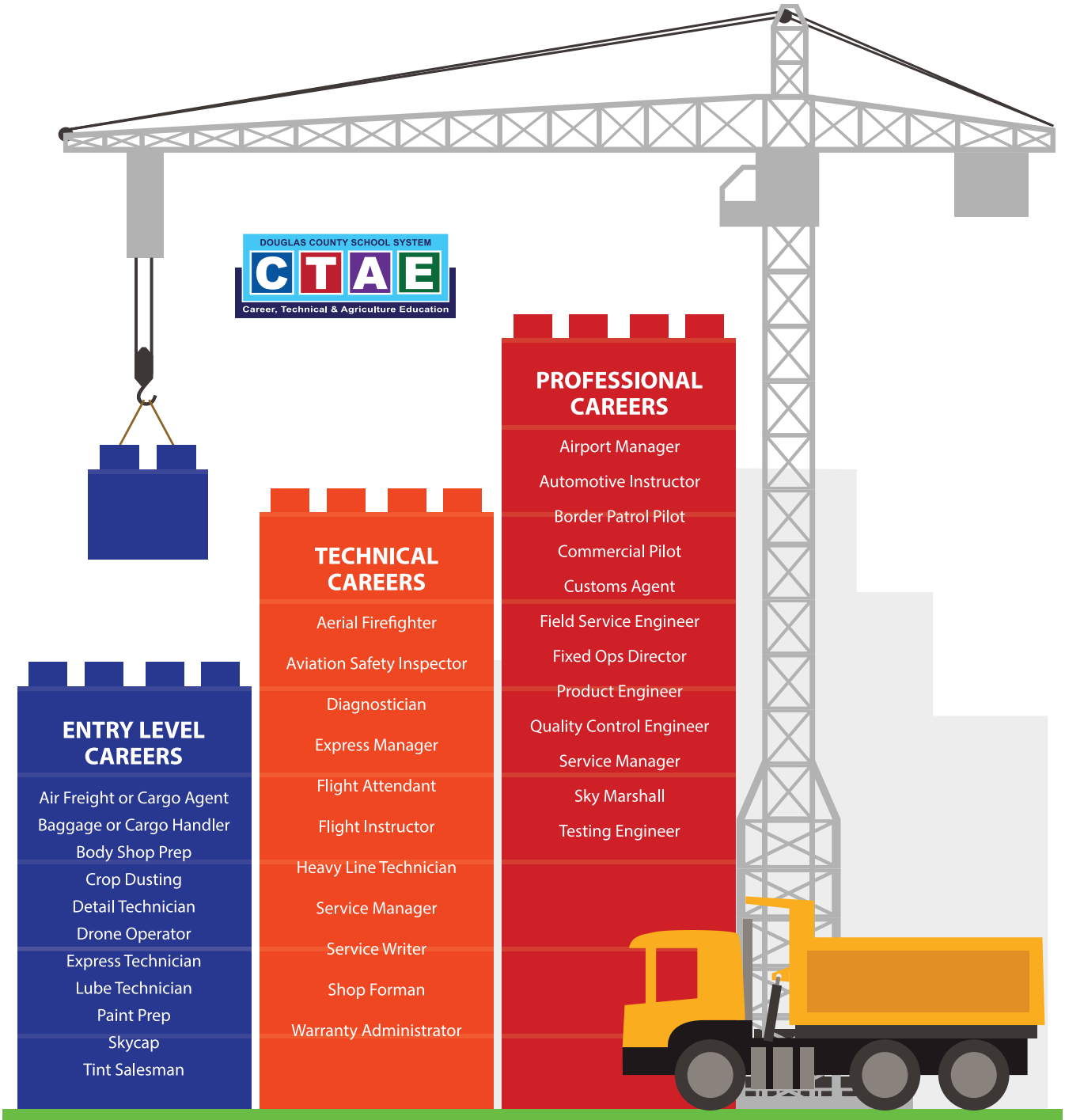
- Biomedical Engineering
- Computer Engineering
- Electrical Utility Technology
- Engineering Technology
- Industrial Systems Technology
- Mechanical Engineering
- Mechatronics Technology
- State Registeed Apprenticeships
- Wireless Engineering Technology

Career and Technical Student Organizations

- FIRST Robotics
- Georgia Gravity Games
- SkillsUSA

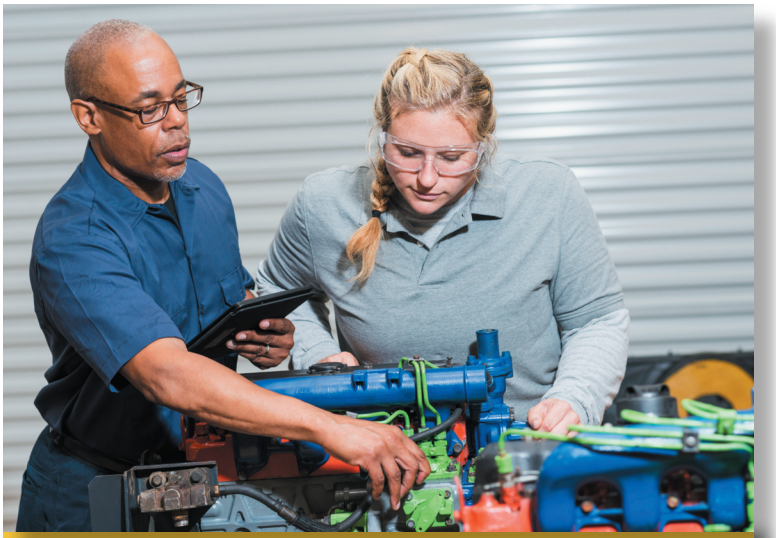
Future Career Choices

Aerospace Engineer
Agricultural Engineer
Biomedical Engineer
Chemical Engineer
Civil Engineer
Civil Technician
Designer
Drafter
Electrical Engineer
Electronic Engineer
Electronic Technician
Industrial Engineer
Machinist
Manufacturing
Materials Engineer
Mechanical Engineer
Nuclear Engineer
Petroleum Engineer
Quality Control Inspector



TRANSPORTATION, DISTRIBUTION AND LOGISTICS CLUSTER

AUTOMOBILE MAINTENANCE LIGHT REPAIR PATHWAY



INDUSTRY CREDENTIAL

ASE Student Certification

The auto mechanics of the past were self-taught, learning from local auto shops or dealerships. Employers are now hiring employees with good people skills and backgrounds in electronics, computers and communications, along with math and problem-solving skills. This program will teach "head skills" and "hand skills" to prepare the student for the world of automotive technology careers and to meet the needs of prospective employers.

Pathway Concentration Courses

- Automotive Technology I
- Automotive Technology II
- Automotive Technology III

Examples of Post-Secondary Opportunities

- ASE
- Automotive Engineering
- Automotive Technology/Technician
- Business Management
- Welding

Career and Technical Student Organization

- SkillsUSA

Future Career Choices

Auto Manufacturer Sales
Auto Manufacturer Service
Auto or Body Technician
Automotive Engineer
Automotive Mechanist
Automotive Parts Sales
Automotive Sales
Automotive Service Technician
Body Shop Manager
Bus and Truck Mechanic
Dealership or Shop Owner
Diesel Engine Specialist
DOT Salvage Inspector
Insurance Adjuster
Parts Professional
Quality Control Technician
Service Advisor
Service Director Dealership
Specialized Technician Teacher
Technician (ASE Certified)
Warranty Clerk
Waste Management (EPA)

COLLISION REPAIR PATHWAY

The auto mechanics of the past were self-taught, learning from local auto shops or dealerships. Employers are now hiring employees with good people skills and backgrounds in electronics, computers and communications, along with math and problem-solving skills. This program will teach "head skills" and "hand skills" to prepare the student for the world of automotive technology careers and to meet the needs of prospective employers.

Pathway Courses

- Introduction to Collision Repair
- Painting and Refinishing I
- Painting and Refinishing II

Examples of Post-Secondary Opportunities

- ASE
- Automotive Engineering
- Automotive Technology/Technician
- Business Management
- Welding

Career and Technical Student Organization

- SkillsUSA

Future Career Choices

Automotive Body Repairer

Automotive Glass Repairer

Automotive Installers and Repairers

Automotive Master Mechanics

Automotive Specialty Technicians

Automotive Technician

WORKFORCE READY PATHWAY

WORKFORCE READY employability skills are transferrable skills and key personal attributes which are highly valued by employers and essential for effective performance in the workplace. Unlike professional or technical skills, these employability skills are generic in nature, rather than job-specific, and are common to all work roles and workplaces across all industry types. Employability skills are also often referred to as employment skills, soft skills, work-readiness skills or foundational skills. They often improve your performance, minimize errors and promote collaboration with your coworkers, enabling you to perform your role more effectively. Employers have high regard for employability skills because they are much harder to teach than job-specific skills. Some employable qualities come naturally, while others can be acquired through education, work or daily practice.

WORKFORCE READY is an employability skills pathway in which you take a deep dive into developing competency and understanding including:

- *the significance of work/jobs on individual, family, community, state, nation, and world economies*
- *development of critical thinking skills related to employment and workforce*
- *communication in workplace and between workers*
- *customer service techniques in various work settings*
- *self-advocacy/self-determination skills related to employment, work-related situations, and personal development*
- *teamwork practices in various settings*
- *personal and workplace health and safety*
- *technology applications*
- *workplace comprehension—reading and listening*
- *dependability in the workplace*
- *personal financial literacy*
- *conflict resolution strategies for the workplace*
- *leadership through Career Technical Student Organizations*

Upon completing the third course of Workforce Ready Pathway, you may earn a minimum of two credentials of value—one selected by the district, and one or more selected collaboratively by the student, teacher, and parent based upon student need. The district selected credential of value is an Employability Skills credential. Additional "value added" credentials will support student access to post-secondary education and/or employment, apprenticeship, etc. Students are to be encouraged to earn as many "value added" credentials as necessary to prepare for and reach career goals. They include:

- *GeorgiaBEST*
- *ACT Work Keys National Career Readiness Certificate*
- *NOCTI Employability Exam – 21st Century Skills/Workplace Skills, Employability Skills, or Workplace Readiness)*

WORKFORCE READY PATHWAY

is designed to provide you with heavy exposure to all aspects of workplace readiness and employability skills development through:

- *Integration of course content into hands-on class activities as applications of the concepts; not to be treated as a unit or separate body of knowledge*
- *Project-based learning*
- *Frequent interaction with business & industry; community as subject matter experts, guest speakers, visits/tours, virtual industry tours, job shadowing, internships, work-based learning placements, and jobs.*
- *Earned credentials of value at the completion of course 3.*

PATHWAY COURSES

Introduction to Career Competencies
Career Competencies
Advanced Career Competencies

CAREER CHOICES

All Careers

VALUE ADDED CREDENTIAL

The student, teacher, and parent may choose any "value added" credential(s) that will support student access post-secondary and/or employment:

- *Employment*
- *ServSafe*
- *OSHA-10*
- *Microsoft Office Specialist*
- *CPR-First Aid*
- *ACCUPLACER/SAT/ACT program ready scores*
- *Any identified Technical Certificate of Credit*
- *Driver's License or State ID card Certified Maintenance Employee (Goodwill)*
- *Certified Guest Service Professional (Goodwill)*
- *Customer Service and Sales Certification*

DUAL ENROLLMENT

All students who wish to participate in Dual Enrollment must have an advisement conference with the school counselor EACH SEMESTER (fall, spring, and/or summer). The law requires the advisement session is to take place with the high school counselor, parent and student. It is the responsibility of the school counselor to abide by DCSS board policy and to discuss applicable information from the following topics with the student and parent/guardian in a Dual Enrollment conference.

DUAL ENROLLMENT FUNDING PROGRAM ELIGIBILITY, EFFECTIVE, SUMMER TERM 2020 (FY 2021).

https://www.gafutures.org/hope-state-aid-programs/scholarships-grants/dual-enrollment/eligibility/

Student Eligibility

- *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.*

Grade Level Eligibility

11th & 12th Graders

- *Eligible students may take any approved Dual Enrollment courses listed on the Course Directory, at an eligible participating postsecondary institution (USG, TCSG or private).*

10th Graders

- *Eligible students may enroll in approved Career, Technical and Agricultural Education (CTAE) courses listed on the Course Directory at a participating TCSG institution only.*
- *Eligible students who have a minimum SAT score of 1200 or minimum ACT composite score of 26 in a single national test administration, may enroll in any approved courses listed on the Course Directory at a TCSG, USG or private eligible participating postsecondary institution.*

Note: GSFC must have the required test score(s) on file prior to the student completing the Dual Enrollment funding Application and the high school or home study approving courses.

DUAL ENROLLMENT

9th Graders

- *Students in the 9th grade are not eligible to participate in the Dual Enrollment funding Program.*

Public High School Students pursuing High School Graduation with Option B

- *Public high school students, designated by their high school, pursing High School Graduation Option B (SB2) as of Spring term 2020, may enroll in any approved Dual Enrollment courses at a TCSG, USG or private eligible participating postsecondary institution.*
- *Public high school students, designated by their high school, as pursuing High School Graduation Option B (SB2) starting Summer term 2020 or after are subject to the Funding Cap.*

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 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.*
- *The Dual Enrollment Funding Cap is 30 semester or 45 quarter hours for students who received Dual Enrollment funding for 18 semester or 27 quarter or less hours, through Spring term 2020.*
- *The Dual Enrollment Funding Cap for students who received Dual Enrollment funding for 19 semester or 29 quarter or more hours, through Spring term 2020, is extended for an additional 12 semester hours or 18 quarter hours of funding.*
- *Public high school students, designated by their high school, as pursuing High School Graduation Option B (SB2) starting Summer term 2020 or after are subject to the Funding Cap.*
- *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.

AWARD AMOUNTS

Funding and Award Amounts
https://www.gafutures.org/hope-state-aid-programs/scholarships-grants/dual-enrollment/funding-and-award-amounts/

Funding Cap

- *The Dual Enrollment Funding Cap is 30 semester 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.*

New Dual Enrollment funding Program Participants

- *All first-time students effective Summer term 2020 and beyond are subject to the Dual Enrollment*

Previous Dual Enrollment funding Program Participants

- *Students who received Dual Enrollment funding for 18 semester or 28 quarter or less hours, through Spring term 2020, are subject to the Funding Cap. For Summer Term 2020 and later, these students may receive funding for the remaining hours up to the Dual Enrollment Funding Cap of 30 semester or 45 quarter hours.*
- *Students who received Dual Enrollment funding for 19 semester or 29 quarter or more hours through Spring term 2020, Funding Cap is extended for an additional 12 semester hours or 18 quarter hours of funding.*

Accelerated Career

- *Beginning Summer term 2020 or after have the Funding Cap.*
- *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

Reaching the Funding Cap

- *Once a Dual Enrollment student reaches the Funding Cap, a student may:*
- *Self- Pay for college courses*
  - *The college may charge the student tuition, fees and books based on credit hours of enrollment not covered by Dual Enrollment funding.*
- *If the student is enrolled in an eligible Career Grant certificate or diploma program at a TCSG institution, may qualify for HOPE and Career Grant Bridge funding.*
  - *HOPE Grant assist with the tuition. Student may have some tuition, fee and book costs. Check with the institution.*
- *Upon reaching the Funding Cap, the Eligible Postsecondary Institution may charge Tuition and a prorated portion of the Mandatory Fees and book costs, based on credit hours not covered by Dual Enrollment funding.*

Dual Enrollment funding is available up to the student's high school graduation or home study completion date or the Funding Cap, whichever occurs first.

Public High School Students pursuing Graduation Option B

- *If the student is enrolled in an eligible certificate or diploma program at a TCSG institution, may qualify for HOPE and Career Grant Bridge funding (depending upon the specific program of enrollment).*
  - *HOPE Grant assist with the tuition. Student may have some tuition, fee and book costs. Check with the institution.*

Other Options

- *Students choosing to enroll in course not on the Dual Enrollment Directory or not eligible for a course on the Directory due to grade level requirements may self-pay*
  - *The college may charge the student tuition, fees and books based on credit hours of enrollment as other students would be charged.*

Award Amounts

Please review the Dual Enrollment Award Amounts to determine your award amount and contact your college's financial aid office for details.

The specific Dual Enrollment award amount will vary based on the postsecondary institution and the number of credit hours in which a student is enrolled in approved Dual Enrollment courses.

Dual Enrollment Funding Awards

- *The approved award rates to be paid for Tuition, Mandatory Fees and Book costs are annually published and subject to change each year.*
- *The award is available for the per term maximum of 15 semester or 12 quarter hours and a maximum of three semesters or four quarters per award year depending upon the student's eligibility.*
- *Postsecondary institutions must waive all mandatory and non-course related fees and cannot charge eligible high school students participating in the Dual Enrollment program additional tuition, mandatory fees or book costs for courses approved for Dual Enrollment funding.*
- *Institutions must provide required textbooks at no cost to participating students for courses approved for Dual Enrollment funding. If the course textbook and/or course homework delivery method is provided online or online materials are used in lieu of a physical textbook, the institution must provide the access code at no cost to the student for courses approved for Dual Enrollment funding.*

Student Responsibility

- *The postsecondary institution may charge a Dual Enrollment recipient a fine for a lost or damaged book which was loaned to the student, up to $75 or the cost of the book minus the book allowance, whichever is less.*
- *If the student chooses to enroll in courses not covered by Dual Enrollment funding, the postsecondary institution may change the student for tuition, books and fees as other students are charged.*
- *Upon reaching the Funding Cap, the Eligible Postsecondary Institution may charge Tuition and a prorated portion of the Mandatory Fees and book costs, based on credit hours not covered by Dual Enrollment funding.*

DUAL ENROLLMENT FUNDING PROGRAM

Funding Cap and Option B (SB2)
https://www.gafutures.org/media/188194/funding-cap-option-b-sb2-1-pager.pdf

High School Graduation Option B (SB2) is available to Georgia public high school students (O.C.G.A. 20-2-149.2). Per HB 444 of 2020, high school students designated as pursuing a high school diploma by High School Graduation Option B (SB2) as of Spring term 2020, and received Dual Enrollment funding as an Option B (SB2) student, may continue in the Dual Enrollment funding program, while enrolled in approved courses selected from the Dual Enrollment Course Directory, and are not subject to the Funding Cap.

DUAL ENROLLMENT

Effective Summer term 2020 and later, all new public high school students pursuing High School Graduation Option B (SB2) are subject to the 30 semester or 45 quarter hour Dual Enrollment Funding Cap.

Once new Option B students have reached the Funding Cap, they may qualify for the HOPE Grant and Career Grant if attending a HOPE Grant participating eligible TCSG or USG institution (list on the back) and enrolled in a HOPE Grant technical diploma or certificate program. These students must complete the Dual Enrollment application and the postsecondary institution must determine eligibility. HOPE Grant Hours do count in HOPE Combined Paid Hours, thereby affecting HOPE Scholarship hours after high school graduation. For more information visit GAfutures.org.

O.C.G.A 20-2-149.2

(a) A local board of education may award a high school diploma to a student enrolled in coursework pursuant to Code Section 20-2-161.3 who:

(1) Completes rigorous coursework at a postsecondary institution which meets the requirements in paragraph (7) of Code Section 20-3-519 ;

(2) Has completed at least the following state required ninth and tenth grade level high school courses: two English courses, two mathematics courses, two science courses, two social studies courses, and one health and physical education course; and any state required tests associated with any such courses;

(3) Receives a score of admission acceptable on the readiness assessment required by the postsecondary institution; and

(4) Completes: (i) an associate degree program; (ii) a technical college diploma program and all postsecondary academic education and technical education and training prerequisites for any state, national, or industry occupational certifications or licenses required to work in the field; or (iii) at least two technical college certificate of credit programs in one specific career pathway and all postsecondary academic education and technical education and training prerequisites for any state, national, or industry occupational certifications or licenses required to work in the field as determined by the Technical College System of Georgia.

(b) The State Board of the Technical College System of Georgia shall annually identify fields of study in which a critical need or shortage of trained personnel exists in the labor markets in this state and provide such information to the State Board of Education. The State Board of Education shall annually provide such information to local school systems for the purpose of emphasizing areas of critical workforce needs and shortages in the labor markets in our state to high school students to support their career pathway decisions.

(c) The State Board of Education, in consultation with the State Board of the Technical College System of Georgia and the Board of Regents of the University System of Georgia, shall establish rules and regulations to implement the provisions of this Code section.

(d) A student who meets the requirements of subsection (a) of this Code section shall be deemed to have met all graduation requirements of the State Board of Education and shall not be subject to any assessments otherwise required for purposes of graduation.

HOPE GRANT ELIGIBLE INSTITUTIONS FY 2021

TCSG - Technical Colleges USG – Colleges & Universities

- Albany Technical College
- Athens Technical College
- Atlanta Technical College
- Augusta Technical College
- Central Georgia Technical College
- Chattahoochee Technical College
- Coastal Pines Technical College
- Columbus Technical College
- Georgia Northwestern Technical College
- Georgia Piedmont Technical College
- Gwinnett Technical College
- Lanier Technical College
- North Georgia Technical College
- Oconee Fall Line Technical College
- Ogeechee Technical College
- Savannah Technical College
- South Georgia Technical College
- Southeastern Technical College
- Southern Crescent Technical College
- Southern Regional Technical College
- West Georgia Technical College
- Wiregrass Georgia Technical College

USG – Colleges & Universities

- Atlanta Metropolitan State College
- Columbus State University
- Dalton State College
- Middle Georgia State University

COLLEGE AND CAREER INSTITUTE

COLLEGE AND CAREER INSTITUTE
4600 Timber Ridge Drive, Building D
Douglasville, GA 30135
770.947.7690
cci.dcssga.org

The Douglas County College and Career Institute (CCI) is a collaboration between the Douglas County School System, West Georgia Technical College (WGTC), and the Douglas County Chamber of Commerce to provide opportunities for students to receive both high school and college credit through Dual Enrollment. Students also gain technical skills that increase job prospects whether headed directly into the job market or on to college. The CCI building is located on the West Georgia Technical College campus in Douglas County.

HIGH SCHOOL AND COLLEGE PROGRAM OPPORTUNITIES

- *Audio/Video Technology and Film*
- *Automotive*
- *Cosmetology*
- *Criminal Justice*
- *Cybersecurity*
- *Culinary Arts*
- *Dental Assisting*
- *Early Childhood Education*
- *Game Development*
- *Marketing*
- *Nurse Aide*
- *Pharmacy*
- *Welding*
- *Workforce Ready*

COLLEGE AND CAREER INSTITUTE

HIGH SCHOOL COURSES 9-12

AUDIO/VIDEO TECHNOLOGY AND FILM
Topics covered include history of mass media, terminology, safety, basic equipment, script writing, production teams, production and programming, set production, lighting, recording and editing, studio production, and professional ethics. SkillsUSA an organization that provides leadership training and/or for reinforces specific career and technical skills.

MARKETING COMMUNICATIONS AND PROMOTIONS PATHWAY
The goal of this pathway is to provide students with knowledge and skills in the foundational areas of marketing that include economics, human relations and business basics. Student will also be provided knowledge and skills in the functional areas of marketing which are product and service planning, marketing-information management, purchasing and pricing, selling and promotion, risk management, financing and distribution/logistics, as well as international marketing, management and entrepreneurship.

WHAT IS DUAL ENROLLMENT?

Dual Enrollment programs are operated in a partnership between WGTC and secondary school systems. Students must first meet the requirements of their local school system to establish eligibility for participation in any program with WGTC. If eligible, students must meet college entrance requirements and, upon successful completion of required coursework, will receive both high school and college credit.

ENROLLMENT STEPS

Step 1 Please see your counselor at your base high school for an application packet

Step 2 Complete and return the packet to your base high school.

Step 3 Wait for an acceptance letter by mail or email.

STEPS TO COMPLETE FUNDING APPLICATION

This MUST be completed EVERY semester of attendance while still in high school.

Step 1 Sign in to GAFutures.org or create account.

Step 2 Click on "Dual Enrollment" under What's New box on right hand side of page.

Step 3 Scroll down page and click on "Dual Enrollment online application" under Application Procedures.

Step 4 Click "Add New Application".

Step 5 Fill in ALL Blanks.
Name, birthdate, address, phone, email
Select High school you attend and click > to add High school
Select West Georgia Technical College and click > to add college

Step 6 Click in check box to certify that all of the information is correct.

Step 7 Click Submit at bottom of page.

ENROLLMENT STEPS FOR GEORGIA HIGHLANDS

- Please meet with your counselor at your base high school

COLLEGE AND CAREER INSTITUTE

DUAL ENROLLMENT AND CERTIFICATES OFFERED

AUTOMOTIVE
2 semesters earn Automotive Chassis Technician Specialist and Automotive Electrical/Electronic Systems Technician

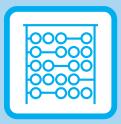
COSMETOLOGY
1 semester earn Shampoo Technician Certificate, continue to work toward Cosmetology diploma

CRIMINAL JUSTICE
2 semesters earn Criminal Justice Fundamentals, Crime Scene Fundamentals

CULINARY ARTS
2 semesters earn Food Production Worker, Prep Cook

CYBER SECURITY
2 semesters earn Cyber Crime Specialist certificate

DENTAL ASSISTING
3 semesters earn Basic Dental Assisting, Advanced Dental Assisting
Age Requirement



EARLY CHILDHOOD EDUCATION
2 semesters earn Early Childhood Care and Education Basics, Child Development Specialist

GAME DEVELOPMENT
2 semesters earn Animation and Game Design Specialist (AAG1) Certificate

NURSE AIDE
1 semester earn Nurse Aide certificate after successful completion of CNA exam
Age requirement

PHARMACY
3 semesters earn Pharmacy Assistant **Age requirement**

WELDING
2 semesters earn Basic Shielded Metal Arc Welder, Advanced Shielded Metal Arc Welder

WORK-BASED LEARNING

The Work-Based Learning (WBL) program is designed to provide experiences and activities that support a school to career transition. This simply means that students are allowed to work off campus in the business community in order to learn more about a chosen career. Once a student has met all requirements for WBL, the WBL Coordinator will determine the correct WBL placement for the student. The students will earn one unit of credit for each completed WBL course.

WBL IS AVAILABLE THROUGH THE FOLLOWING PROGRAMS

Agriculture, Food and Natural Resources

Architecture and Construction

Arts, Audio-Video Technology and Communications

Business Management and Administration

Education and Training

Finance

Government and Public Administration

Health Science

Hospitality and Tourism

Human Services

Information Technology

Law, Public Safety, Corrections and Security

Manufacturing

Marketing

Science, Technology, Engineering and Mathematics

Transportation, Distribution and Logistics

WORK-BASED LEARNING

REQUIREMENTS FOR WBL

- Students who are enrolled in college or career pathway course work can apply for the Work-Based Learning Program.
- Students must be in grades 11 or 12
- Students must be at least 16 years old
- Students must have good attendance, discipline, and teacher recommendations
- Students must have a 2.0 GPA or higher
- The structured work experience must be a job or unpaid internship matching the career goal and course work of the pathway.

EMPLOYABILITY SKILL DEVELOPMENT (ESD)

- Paid entry level work
- Limited to one year
- May or may not be linked to a specific pathway
- Students must complete two courses in the same pathway before participating in WBL/YAP

INTERNSHIP

- Can be paid or unpaid work experience
- Directly related to a student's career pathway
- Can occur in the school or the work place
- Must have earned 2 credits in a college and career pathway

COOPERATIVE EDUCATION (CO-OP)

- Paid work experience
- Directly related to student's career pathway
- Students must complete two courses in the same pathway before participating in WBL/YAP

YOUTH APPRENTICESHIP (YAP)

- Work in a highly technical, highly skilled position
- Work in chosen career area
- Student must have post-secondary education plans in chosen career area (earning a degree, licensing, or certification depending on career requirement)

CAREER AND TECHNICAL STUDENT ORGANIZATIONS

- DECA
- FBLA
- FCCLA
- FFA
- FIRST Robotics
- HOSA
- SkillsUSA

CAREER AND TECHNICAL STUDENT ORGANIZATIONS

CTSO CORE VALUES

Career and Technical Student Organizations (CTSO) are designed to build character and develop leadership abilities of high school students. CTSO's promote active community involvement, providing service to others, and participation in competitive events with other high school students across the state. Involvement in CTSO's provide valuable life lessons and educational experiences to prepare students for success in today's society.

COMMITMENT
To create among members, educators and business and industry an adherence and appreciation for all Career, Technical, and Agricultural Education Programs

CONVICTION
To develop patriotism through knowledge of our nation's heritage and practice of democracy

EDUCATION
To create enthusiasm and empower students to become lifelong learners

INTEGRITY
To deal honestly and fairly with one another

LEADERSHIP
To develop leadership abilities through participation in educational, professional, community and social activities

PROFESSIONALISM
To promote high standards in career ethics, workmanship, scholarship, and safety

RECOGNITION
Appreciation of the value of achievement

SERVICE
To cultivate a desire to contribute to the benefit and welfare of others

TEAMWORK
To enhance the ability of students to plan together, organize and carry out worthy activities and projects through the use of the democratic process

CAREER AND TECHNICAL STUDENT ORGANIZATIONS

DECA

Distributive Education Clubs of America

DECA prepares emerging leaders and entrepreneurs for careers in marketing, finance, hospitality and management in high schools and colleges around the globe. DECA currently operates in the over 4,000 high schools in many different countries including Mexico, Germany, Puerto Rico, and Canada. DECA is a co-curricular student organization in which students gain leadership and communication skills. DECA members are given opportunities to participate in: community service, competitions, and conferences at the local, state, and national level, post-secondary school exploration, job-shadowing, hosting and participating in events, and real-world industry visits. DECA gives students the chance to work with real business partners and can open the door for future employment opportunities. As an organization, DECA holds an annual Fall Leadership Conference that sharpens the skills and techniques of the attendees. At the annual state conference, students are also allowed to compete in a range of areas including Sports and Entertainment Marketing, Apparel and Accessories, Automotive, Restaurant Management, Accounting and many more. There is over $300,000 of scholarship money from DECA's corporate sponsors available to its members.

www.gadeca.org

www.deca.org

FBLA

Future Business Leaders of America

Georgia FBLA is a nonprofit student organization committed to preparing today's students for success in business leadership. With over 50 years of experience, Georgia FBLA is the premiere organization for student leaders.

Georgia FBLA is an affiliate of Future Business Leaders of America-Phi Beta Lambda, Inc., the largest student business organization in the world with more than 250,000 members. Georgia is also the largest FBLA chapter in the nation with over 20,000 members.

FBLA is an important partner in the success of school-to-work programs, business education curriculums, and student leadership development. FBLA is recognized by the U.S. Department of Education and Labor as an integral part of a co-curricular approach to business and leadership education.

The FBLA mission is to bring business and education together in a positive working relationship through innovative leadership and career development programs. We bring our mission to life through the application of our motto: Service, Education, and Progress.

FCCLA

Family, Career, and Community Leaders of America

FCCLA is a national student organization that helps young men and women become leaders and address important personal, family, work, and social issues through family and consumer sciences education. Through cooperative and competitive programs, FCCLA members develop skills for life including character development, creative and critical thinking, interpersonal communication, practical knowledge, and career preparation. Participation in national programs and co-curricular chapter activities enables FCCLA members to learn cooperation, take responsibility, develop leadership, and give service.

CAREER AND TECHNICAL STUDENT ORGANIZATIONS

FFA
An Association of Agricultural Students

FFA represents the relevancy to the core areas offering students opportunities that change lives and prepares students for premier leadership, personal growth, and career success. Founded in 1928, the FFA organization represents a large diversity of over 300 careers in the food, fiber, and natural resources industry. FFA is an integral part of a school system. FFA uses agricultural education to create real-world success. Agriculture teachers become advisors to local FFA chapters, which students join. More than 7,000 FFA chapters are currently in existence; their programs are managed on a local, state, and national level. Each chapter's Program of Activities is designed with the needs of the students in mind. Activities vary greatly from school to school but are based in a well-integrated curriculum. Chapter activities and FFA programs concentrate on three areas of our mission: premier leadership, personal growth, and career success. The FFA motto gives members twelve short words to live by as they experience the opportunities in the organization. Learning to Do, Doing to Learn, Earning to Live, Living to Serve.

FIRST Robotics
For Inspiration and Recognition of Science and Technology

FIRST was founded in 1989 to inspire young people's interest and participation in science and technology. Based in Manchester, NH, the 501(c)(3) not-for-profit public charity designs accessible, innovative programs that motivate young people to pursue education and career opportunities in science, technology, engineering, and math, while building self-confidence, knowledge, and life skills. FIRST is More Than Robots. FIRST participation is proven to encourage students to pursue education and careers in STEM-related fields, inspire them to become leaders and innovators, and enhance their 21st century work-life skills.

HOSA
Future Health Professionals

Serving future health professionals since 1976, HOSA was created with the idea of providing students opportunities to develop as a leader and a future employee. HOSA creates driven, determined student leaders that are excited about healthcare and all that HOSA has to offer. Above all, HOSA is a tool vital to the success of students, teachers, and health professionals. HOSA is 100% healthcare and connects all hubs of the healthcare field. Through its network of state and local chapters, HOSA provides powerful instructional tools, recognition, leadership, networking, scholarships, and connections to the healthcare industry to thousands of members across the United States.

SkillsUSA
Champions at Work

SkillsUSA is a partnership of students, teachers, and industry representatives working together to ensure America has a skilled work force. It helps each student excel. SkillsUSA serves teachers and high school students who are preparing for careers in trade, technical, and skilled service occupation, including health occupations. More than 300,000 students and instructors join SkillsUSA annually, organized into more than 17,000 sections and 54 state and territorial associations. SkillsUSA has served more than 9.9 million members since its founding. SkillsUSA is an applied method of instruction for preparing America's high performance workers enrolled in public career and technical programs. It provides quality educational experiences for students in leadership, teamwork, citizenship, and character development. It builds and reinforces self-confidence, work attitudes, and communications skill. It emphasizes total quality at work: high ethical standard, superior work skill, life-long education, and pride in the dignity of work. SkillsUSA also promotes understanding of the free-enterprise system and involvement in community service.

TSA
Technology Student Association

The mission of the Technology Student Association is learning to lead in a technical world. TSA enhances personal development, leadership, and career opportunities in STEM, whereby members apply and integrate these concepts through intracurricular activities, competitions, and related programs.

ENGLISH

SCHOOL KEY SYSTEM

- Alexander High School
- Chapel Hill High School
- Douglas County High School
- Lithia Springs High School
- New Manchester High School
- College & Career Institute

Schools offering class	
Class name	**AP LANGUAGE COMPOSITION**
When class can be taken	**Grade** 9, 10, 11
Class requirements	**Prerequisite** Test Scores
Class description	Provides fundamental skills development in all areas of English/Language Arts.

AP and Honors courses provide students with more academic rigor, opportunity for enrichment, and opportunity to work toward the AP test in English. Basic requirements for Honors and AP courses include a higher reading level, willingness and ability to accept more academic rigor, self-discipline and motivation, and a desire to prepare for college. Students who wish to take honors and AP English courses should see their current teacher for a recommendation.

9TH GRADE REP - BASIC READING AND WRITING I (READING ENRICHMENT 180)

Grade 9
Prerequisite EOG Test Scores

Provides fundamental skills development in all areas of English/Language Arts in a language lab setting which includes, drill and practice opportunities in writing, organizing, speaking, reading, and critical thinking.

9TH GRADE LITERATURE AND COMPOSITION

Grade 9
Prerequisite 8th Grade English

Integrates writing, grammar and usage, literature, speaking, listening, and critical thinking skills. Presents the writing process: planning, drafting, revising, editing and proofing; the study of form in personal narratives, descriptions, and expository papers. Includes reading a variety of multicultural literature: short stories, novels, tales, poetry, drama and nonfiction. Emphasizes oral and written response to literature, distinguishing characteristics of various genres, literary elements, and vocabulary study.

HONORS 9TH GRADE LITERATURE AND COMPOSITION

Grade 9
Prerequisite 8th Grade Teacher Recommendation, EOG Scores or Parent Waiver

Integrates writing, grammar and usage, literature, speaking, listening, and critical thinking skills. Presents the writing process: planning, drafting, revising, editing and proofing; the study of form in personal narratives, descriptions, and expository papers with emphasis on writing. Includes reading a variety of multicultural literature: short stories, novels, tales, poetry, Shakespearean drama, and nonfiction. Emphasizes oral and written response to literature, distinguishing characteristics of various genres, literary elements, and vocabulary study. Summer reading assignments are mandatory, and outside reading is required throughout the course.

ENGLISH

10TH GRADE LITERATURE AND COMPOSITION

Prerequisite 9th Grade Literature and Composition

Includes literary selections from multiple genres to improve reading comprehension and a strong ability to analyze various genres of writing. Stresses organization and development of logical, analytical thinking. Includes grammar, mechanics, usage, research skills, and activities designed to enhance problem solving, critical analysis, and listening abilities. Presents the writing process, with a focus on argumentative writing and research skills.

HONORS 10TH GRADE LITERATURE AND COMPOSITION

Prerequisite Honors 9th Grade Literature and Composition, Teacher Recommendation or Parent Waiver

Includes literary selections from multiple genres to improve reading comprehension and a strong ability to analyze various genres of writing. Stresses organization and development of logical, analytical thinking. Includes grammar, mechanics, usage, research skills, and activities designed to enhance problem solving, critical analysis, and listening abilities. Summer reading assignments are mandatory, and outside reading is required throughout the course.

AMERICAN LITERATURE AND COMPOSITION

Prerequisite 9th Grade Literature and Composition, 10th Grade Literature and Composition, EOC Required

Offers opportunities to improve reading, writing, speaking, listening, and critical thinking skills through the study of American literature. Includes a variety of literary genres and multicultural writers in a chronological or thematic pattern. Emphasizes developing control in expository writing (thesis support), moving toward precision in personal narrative, descriptive, and persuasive writing. Refines research skills. Integrates grammar, mechanics, and usage into the writing process.

HONORS AMERICAN LITERATURE AND COMPOSITION

Prerequisite Honors 9th and 10th Grade Literature, Teacher Recommendation or Parent Waiver

Offers opportunities to improve reading, writing, speaking, listening, and critical thinking skills through the study of American literature. Includes a variety of literary genres and multicultural writers in a chronological or thematic pattern. Emphasizes developing control in expository writing (thesis support), moving toward precision in personal narrative, descriptive, and persuasive writing. Refines research skills. Integrates grammar, mechanics, and usage into the writing process. Emphasizes oral and written response to literature, distinguishing characteristics of various genres, literary elements, and vocabulary study. Summer reading assignments are mandatory, and outside reading is required throughout the course.

AP LANGUAGE AND COMPOSITION

Grade 11

Prerequisite Honors 10th Grade Literature, or Honors American Literature, Teacher Recommendation or Parent Waiver

This college-level class is designed to help students become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and to become skilled writers who can compose for a variety of purposes. Through their writing and reading in this course, students should become aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way generic conventions and the resources of language contribute to effective writing. Summer reading assignments are mandatory, and outside reading is required throughout the course.

12TH GRADE BRITISH LITERATURE AND COMPOSITION

Grade 12

Prerequisite 9th Grade Literature and Composition, 10th Grade Literature and Composition and American Literature

Offers opportunities to improve reading, writing, speaking, listening, and critical thinking skills through the study of literary selections from British/English writers organized chronologically or thematically. Emphasizes developing control in expository writing (thesis support), moving toward precision in personal narrative, descriptive, and persuasive writing. Refines research skills. Integrates grammar, mechanics, and usage into the writing process.

AP LITERATURE AND COMPOSITION

Grade 12

Prerequisite 11th Grade American Literature, AP Language and Composition, Teacher Recommendation, or Parent Waiver

This course conforms to the College Board recommendations for the AP Literature and Composition Examination. It covers the study and practice of writing and the study of literature. It emphasizes writing critical analysis of literature and includes essays in exposition and argument, poetry, drama, prose fiction, and expository literature.

ENGLISH

AP CAPSTONE SEMINAR
Grade 10, 11

A foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate with accuracy and precision in order to craft and communicate evidence-based arguments.

AP RESEARCH PROJECT
Grade 11, 12

The College Board's Advanced Placement Program is collaborating to offer the AP Capstone Program and Credential, designed to support high school students in developing skills increasingly valued by Colleges. The AP Capstone Research Project is an independent mentored project culminating in a 4,500- to 5,000-word academic paper. It enables students to develop practical skills in research methodology and in managing a sustained piece of academic work. Students are evaluated on their ability to design, plan and manage a research project; collect and analyze information; evaluate and make reasoned judgments; and communicate their findings and conclusions.

YEARBOOK/JOURNALISM
Grade 10, 11, 12
Prerequisite Application, Teacher Recommendation and Approval, Willingness to Learn Desktop Publishing, Satisfactory Grades in All English Courses

Yearbook journalism is an English elective class that produces the school's yearbook. Students must be able to attend events and activities before and after school. Counts for elective English credit.

MULTICULTURAL LITERATURE
Grade 10, 11, 12
Prerequisite 9th Grade Literature and Composition

Multicultural Literature focuses on works by and about people of diverse ethnic backgrounds (African, African-American, Native American, Asian, Hispanic/Latin). It stresses exploring themes of linguistic and cultural diversity and developing critical thinking skills through class discussion and oral and written presentations. Counts for elective English credit. Some colleges may not recognize this course for 12th grade English credit.

FILM STUDY
Grade 11, 12

An introduction to the concepts and techniques of film analysis and criticism. This course is divided into genres and focuses on using film as literature to study various cultures through visual and narrative means and critically analyze the filmmaking process, as well as other forms of visual media. An exploration of theme, tone, and author's purpose are also strongly emphasized. Film Study focuses on the relationship between literature and the efficacy of aesthetic theory as a mode of viewing and interpretation. We will explore these issues in relation to specific works of film and literature.

WRITER'S WORKSHOP
Grade 11, 12

This course offers opportunities for students to explore different writing genres: narrative, argument, and expository modes of discourse. The students will study a variety of writers and their writer's style in the modes of discourse studied in the course. The students will have opportunities to improve writing proficiency through a complete study of the components of solid writing: organization, fluency, style, diction, grammar and usage, imaginative expressions, and details. The course allows students to utilize the writing process to write independently to improve their ability to communicate effectively in writing. This course reflects grade-level appropriate Georgia Standards of Excellence.

MYTHOLOGY
Grade 10, 11, 12
Prerequisite 9th Grade Literature and Composition

This course is designed to enrich student knowledge of classical mythology and explore how the myths of ancient civilizations affect literature today. Students study the creation myths from different cultures: Classical Greek and Roman Mythology, British Mythology, Norwegian Mythology, Native American Mythology, Pacific Mythology, Middle Eastern (Arabian) Mythology, African Mythology, and Oriental Mythology. Students learn to compare and contrast myths and discuss common elements in myths, interpret meaning in myths, and examine cultural and historical context in which they were written. Elements of modern myths are examined, and the relation of myth to other literature is a major component of the course. Counts for elective English credit.

ENGLISH

NEWSPAPER JOURNALISM
Grade 10, 11, 12
Prerequisite 9th Grade Literature and Composition

Journalism introduces students to the exciting world of the print and digital media. Law, ethics, and the history of journalism will complement the major units of study: reporting, writing, editing, advertising and design. This course is designed to enable students to learn the art of reporting, writing, and presenting the news. Counts for elective English credit.

ORAL/WRITTEN COMMUNICATION (DEBATE)
Grade 9, 10, 11, 12

This course is designed to develop skills in argumentation, competitive speech, logic, research, providing and taking positions, and filing evidence/research for use in public and personal communication. It further helps students carefully examine a topic for discussion, noting all sides before reaching a conclusion or decision and introduces traditional debate. *This course receive academic elective credit.*

DRAMATIC WRITING
Grade 12
Prerequisite 9th and 10th Grade Literature and Composition and American Literature and Composition, or Teacher Recommendation and Approval

Integrates skills culminating in creating and developing multiple pieces of dramatic writing for theatrical media with a special emphasis on film and television. Includes development of the writer's stance by reading and analyzing various genres of texts in addition to viewing and analyzing visual media from a writer's point of view. Focuses on understanding, mastering, and applying: the construction process, research skills, critical thinking skills, and conventions of Standard English grammar and usage. Outside reading is required throughout the course. Counts as an English credit.

WOMEN IN LITERATURE
Grade 9, 10, 11, 12

Women in Literature focuses on works composed by women of diverse ethnic backgrounds and stresses exploring themes of linguistic and cultural diversity. This course is designed to develop critical thinking skills through class discussions, literary analysis, and oral presentation. Counts as an elective English credit.

SPEECH/FORENSICS I
Grade 9, 10, 11, 12

This course is a detailed study of forensic speaking including extemporaneous speaking, oration, interpretation of literature, and debate. There is an emphasis on understanding various forensic speaking formats and the importance of applying reasoning, research, and delivery skills. Critical thinking is a major component of this course.

SPEECH/FORENSICS II
Grade 9, 10, 11, 12

This course is an extension of Speech/Forensic I. The course provides a review of the skills covered in the first course. The emphasis for this course is classical and contemporary theory. The students will understand the philosophical basis of argumentative theory.

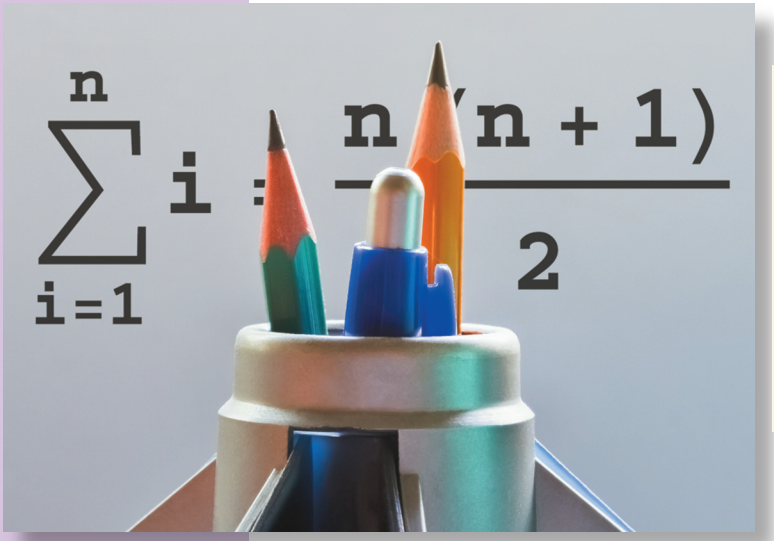
SPEECH/FORENSICS III
Grade 9, 10, 11, 12

This course is designed for intensive training in directed research. Students will research various sources including, but not limited to, computer networks, legal journals, and government documents. Students will become aware of the complexity of social issues and public policy. Through this understanding, students will be able to formulate sound arguments and understand counterarguments. Speaking skills will be honed through practice and performance.

SPEECH/FORENSICS IV
Grade 9, 10, 11, 12

This course is designed to provide students ample opportunities to improve their ability to present a persuasive position through speech. Persuasive speaking skills are refined by researching, effective presentation, and compelling articulation of persuasive ideas. The student will understand and appreciate the importance of public speaking, clear writing, sound debate, advertising, mass media, politics, and law. The key component will be to understand the role of advocacy in society.

MATHEMATICS



SCHOOL KEY SYSTEM

- Alexander High School
- Chapel Hill High School
- Douglas County High School
- Lithia Springs High School
- New Manchester High School
- College & Career Institute

Schools offering class	
Class name	**AP LANGUAGE COMPOSITION**
When class can be taken	**Grade** 9, 10, 11
Class requirements	**Prerequisite** Test Scores
Class description	Provides fundamental skills development in all areas of English/Language Arts.

Georgia Mathematics focuses on actively engaging the student in the development of mathematical understanding by working independently and cooperatively to solve problems, estimating and computing efficiently, using appropriate tools, concrete models and a variety of representations, and conducting investigations and recording findings. There is a shift toward applying mathematical concepts and skills in the context of authentic problems and student understanding of concepts rather than merely following a sequence of procedures. In mathematics classrooms, students will learn to think critically in a mathematical way with an understanding that there are many different solution pathways and sometimes more than one right answer in applied mathematics. Mathematics is the economy of information. The central idea of all mathematics is to discover how knowing some things leads, via reasoning, to knowing more—without having to commit the information to memory as a separate fact. It is the reasoned, logical connections that make mathematics manageable. The implementation of the Georgia Standards of Excellence in Mathematics places the expected emphasis on sense-making, problem solving, reasoning, modeling, representation, connections, and communication.

GSE FOUNDATIONS OF ALGEBRA

Foundations of Algebra is a first year high school mathematics course option for students who have completed mathematics in grades 6 – 8 yet will need substantial support to bolster success in high school mathematics. The course is aimed at students who have reported low standardized test performance in prior grades and/or have demonstrated significant difficulties in previous mathematics classes.

Foundations of Algebra will provide many opportunities to revisit and expand the understanding of foundational algebra concepts, will employ diagnostic means to offer focused interventions, and will incorporate varied instructional strategies to prepare students for required high school mathematics courses. The course will emphasize both algebra and numeracy in a variety of contexts including number sense, proportional reasoning, quantitative reasoning with functions, and solving equations and inequalities.

Instruction and assessment include the appropriate use of manipulatives and technology. Mathematics concepts are represented in multiple ways, such as concrete/pictorial, verbal/written, numeric/data-based, graphical, and symbolic. Concepts are introduced and used, where appropriate, in the context of realistic experiences.

MATHEMATICS

GSE ALGEBRA I (AHS, CHHS, LSHS AND NMHS OFFERS HONORS)

Algebra I is the first course in a sequence of three required high school courses designed to ensure career and college readiness. The course represents a discrete study of algebra with correlated statistics applications.

The standards in the three-course high school sequence specify the mathematics that all students should study in order to be college and career ready. Additional mathematics content is provided in fourth credit courses and advanced courses including pre-calculus, calculus, advanced statistics, discrete mathematics, and mathematics of finance courses. High school course content standards are listed by conceptual categories including Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Conceptual categories portray a coherent view of high school mathematics content.
A student's work with functions, for example, crosses a number of traditional course boundaries, potentially up through and including calculus. Standards for Mathematical Practice provide the foundation for instruction and assessment.

GSE ADVANCED ALGEBRA (ALL SCHOOLS OFFERS HONORS EXCEPT CCI)

Advanced Algebra is the culminating 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.

The standards in the three-course high school sequence specify the mathematics that all students should study in order to be college and career ready. Additional mathematics content is provided in fourth credit courses and advanced courses including pre-calculus, calculus, advanced statistics, discrete mathematics, and mathematics of finance courses. High school course content standards are listed by conceptual categories including Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Conceptual categories portray a coherent view of high school mathematics content. A student's work with functions, for example, crosses a number of traditional course boundaries, potentially up through and including calculus. Standards for Mathematical Practice provide the foundation for instruction and assessment.

GSE GEOMETRY (ALL SCHOOLS OFFERS HONORS EXCEPT CCI)

Geometry is the second course in a sequence of three required high school courses designed to ensure career and college readiness. The course represents a discrete study of geometry with correlated statistics applications.

The standards in the three-course high school sequence specify the mathematics that all students should study in order to be college and career ready. Additional mathematics content is provided in fourth credit courses and advanced courses including pre-calculus, calculus, advanced statistics, discrete mathematics, and mathematics of finance courses. High school course content standards are listed by conceptual categories including Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Conceptual categories portray a coherent view of high school mathematics content. A student's work with functions, for example, crosses a number of traditional course boundaries, potentially up through and including calculus. Standards for Mathematical Practice provide the foundation for instruction and assessment.

GSE PRE-CALCULUS (AHS, CHHS, DCHS, NMHS OFFERS HONORS)

Pre-Calculus is a fourth mathematics course designed to prepare students for calculus and other college level mathematics courses.

High school course content standards are listed by conceptual categories including Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Conceptual categories portray a coherent view of high school mathematics content. A student's work with functions, for example, crosses a number of traditional course boundaries, potentially up through and including calculus. Standards for Mathematical Practice provide the foundation for instruction and assessment.

AP PRE-CALCULUS

AP Precalculus prepares students for other college level mathematics and science courses. The framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. Students study each function type through their graphical, numerical, verbal, and analytical representations and their applications in a variety of contexts. Furthermore, students apply their understanding of functions by constructing and validating appropriate function models for scenarios, sets of conditions, and data sets, thereby gaining a deeper understanding of the nature and behavior of each function type.

MATHEMATICS

GSE ACCELERATED PRE-CALCULUS

Accelerated Pre-Calculus is the third in a sequence of mathematics courses designed to ensure that students are prepared to take higher–level mathematics courses during their high school career, including Advanced Placement Calculus AB, and Advanced Placement Statistics.

The standards in the three-course high school sequence specify the mathematics that all students should study in order to be college and career ready. Additional mathematics content is provided in fourth credit courses and advanced courses including, calculus, advanced statistics, discrete mathematics, and mathematics of finance courses. High school course content standards are listed by conceptual categories including Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Conceptual categories portray a coherent view of high school mathematics content. A student's work with functions, for example, crosses a number of traditional course boundaries, potentially up through and including calculus. Standards for Mathematical Practice provide the foundation for instruction and assessment.

AP CALCULUS

Grade 12
Prerequisite Accelerated Pre-Calculus or Pre-Calculus or Parent Waiver

This course follows the College Board syllabus for the AP Calculus AB Examination.The content iIncludes properties of functions and graphs, limits and continuity, differential calculus, and integral calculus.

ADVANCED MATH DECISION MAKING

Prerequisite Algebra II, Advanced Algebra, Accelerated Geometry B/Algebra II or Accelerated Analytic Geometry B/Advanced Algebra

This is a course designed to follow the completion of Algebra II, Advanced Algebra, Accelerated Geometry B/Algebra II or Accelerated Analytic Geometry B/Advanced Algebra.The course will give students further experiences with statistical information and summaries, methods of designing and conducting statistical studies, an opportunity to analyze various voting processes, modeling of data, basic financial decisions, and use network models for making informed decisions.

AP STATISTICS

Grade 12
Prerequisite Accelerated Pre-Calculus or Pre-Calculus or Teacher Recommendation

This course conforms to the College Board recommendation for the AP Statistics.The course enables students to apply statistical methods in problem solving using data collected through experimentation, computer simulations, and various sources; provides opportunities to model statistical methods, derive probabilities, and make inferences; presents applications of statistics in real-life situations; and shows how misleading statistics could be better presented.

COLLEGE READINESS MATHEMATICS

This is a fourth course option for students who have completed Algebra I and Algebra II, 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 will revisit and expand the understanding of content standards introduced in earlier mathematics courses and will emphasize numeracy, algebra and functions, geometry, and statistics in a variety of contexts. Instruction and assessment should include the appropriate use of manipulative and technology. Mathematics concepts are be represented in multiple ways, such as concrete/pictorial, verbal/written, numeric/data-based, graphical, and symbolic. Concepts are introduced and used, where appropriate, in the context of realistic experiences.The Standards for Mathematical Practice will provide the foundation for instruction and assessment.

ADVANCED FINANCIAL ALGEBRA

Advanced Financial Algebra is a fourth-year mathematics course option designed for students who have successfully completed Advanced Algebra: Concepts and Connections.The course extends and deepens student understanding of algebra, statistics, and research design while introducing students to relevant financial and business applications. Students will create, apply, and interpret a wide variety of algebraic function-models to aid in real-world decision making. Statistical research and analysis will be used to determine the efficacy of model applications and further assist in exploring scenarios with financial implications. Financial contexts for these mathematical concepts will include business operations and optimization, tax considerations, insurance and risk management, banking services, budget creation, loan and credit analysis, investment strategies and retirement plans, stock market performance, real estate fundamentals, and automobile ownership.

SCIENCE

SCHOOL KEY SYSTEM

- Alexander High School
- Chapel Hill High School
- Douglas County High School
- Lithia Springs High School
- New Manchester High School
- College & Career Institute

Schools offering class	
Class name	**AP LANGUAGE COMPOSITION**
When class can be taken	**Grade** 9, 10, 11
Class requirements	**Prerequisite** Test Scores
Class description	Provides fundamental skills development in all areas of English/Language Arts.

BIOLOGY I (EOC REQUIRED)

Grade 9, 10
Prerequisite

This is an introductory course in biology and is the study of the chemical and physical properties of life. During the course students will actively delve into all aspects of the living world including, but not limited to, the cell, biological diversity and change, genetics, ecology, and biochemistry.

HONORS BIOLOGY I (EOC REQUIRED)

Grade 9
Prerequisite Honors Program, Parent Waiver

Honors Biology involves in-depth study of the development of living organisms from cellular to organism levels and emphasizes relationships between the living and non-living realms of various ecosystems throughout the world. These same concepts are addressed in any college preparatory biology course, but Honors Biology is differentiated for accelerated learners through the rate and depth of coverage and the focus of the instructional modes. Emphasis is placed upon learner-centered investigations involving problem-solving, real-world application, and critical thinking about issues of significance on personal, community, state, national, and global levels.

AP BIOLOGY I

Grade 11, 12
Prerequisite Honors Program, Biology, Chemistry,
Parent Waiver, Teacher Recommendation

AP Biology aims to help students gain a conceptual framework for modern biology and an appreciation of science as a process. The three main areas of focus are: molecules and cells, heredity and evolution, organisms and populations. Primary focus will be on developing an understanding of concepts rather than on memorizing terms and technical details.

PHYSICAL SCIENCE

Grade 10, 11
Prerequisite Biology

Students in this course will learn basic concepts about matter and energy. They will use appropriate scientific processes and investigative techniques to explore both matter and energy and the laws governing relationships of these in the universe.

HONORS PHYSICAL SCIENCE

Grade 10
Prerequisite Honors Program, Parent Waiver

This course includes matter and energy concepts with emphasis on higher-order thinking skills. While many of the objectives for this course are similar to Physical Science, these objectives are differentiated to allow for more interdisciplinary topics and greater amounts of independent study and research.

SCIENCE

CHEMISTRY I

Grade 11
Prerequisite Physical Science, Biology, Algebra I

This course provides the student with understanding of basic chemical knowledge regarding areas such as atomic structure, bonding, nomenclature, chemical reactions, pH, and solutions. All topics will be addressed in terms of practical applications based on common uses in the home and workplace.

HONORS CHEMISTRY I

Grade 10, 11, 12
Prerequisite Honors Program, Physical Science, Biology, Algebra I, Parent Waiver

The student will learn facts, formulas, and principles necessary to the essential understanding of the field of chemistry. The student will learn the fundamental concepts underlying the nature of chemistry and its role in society. Although this course covers many of the same topics as Chemistry I, students are provided numerous opportunities to develop critical thinking and problem solving skills to use not only in chemistry, but also in everyday life. This course is designed to be an Honors Chemistry course giving students the skills necessary to succeed at this level of work.

AP CHEMISTRY I

Grade 10, 11
Prerequisite Physical Science, Biology, Chemistry, Algebra I, Teacher Approval, Parent Waiver

This course is a college level study of the nature of matter and will include chemical nomenclature, stoichiometry, bonding, molecular geometry, chemical kinetics, equilibrium, and reaction rates. Special emphasis will be placed upon chemical thermodynamics and electrochemistry. Good for students perusing degrees in Pharmacy.

PHYSICS - (DCHS AND LSHS OFFERS HONORS)

Grade 11, 12
Prerequisite Physical Science, Passed or Algebra II

Physics is the study of the interactions of matter and energy. It includes concepts such as velocity, acceleration, force, momentum and charge. Students investigate physics concepts through experience in laboratories and field work using the processes of inquiry.

AP PHYSICS I

Prerequisite or Co-Prerequisite Pre-Calculus

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. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry based investigations that provide students with opportunities to apply the science practice. Students should have completed geometry and be concurrently taking Algebra II or an equivalent course. Although the Physics I course includes basic use of trigonometric functions, this understanding can be gained either in the concurrent math course or in the AP Physics I course itself. No prior course work in physics is necessary.

AP PHYSICS C: MECHANICS

AP Physics C: Mechanics is equivalent to a one-semester, calculus based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as kinematics; Newton's Laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Introductory differential and integral calculus is used throughout the course. Students should have taken or be concurrently taking calculus.

ENVIRONMENTAL SCIENCE

Grade 9, 10, 11, 12

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. Whenever possible, careers related to environmental science should be emphasized.

AP ENVIRONMENTAL SCIENCE

Grade 11, 12
Prerequisite Honors Program, Biology, Physical Science, Parent Waiver, Teacher Recommendation

The goal of the AP Environmental Science course is 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 or preventing them. Topics include: energy, resources, human impact, natural processes and relationships in the environment and sustainability issues.

SCIENCE

AP COMPUTER SCIENCE PRINCIPLES

Grade 10, 11, 12

The AP Computer Science course emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development. This course is meant to be the equivalent of a first-semester college-level course in computer science. It also includes the study of data structures, design, and abstraction. Emphasis in the course is on procedural and data abstraction, object-oriented programming and design methodology, algorithms, and data structures.

AP COMPUTER SCIENCE A

The AP Computer Science A course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design. AP Computer Science A focuses on the Java programming language. Students are encouraged to take AP Computer Science Principles prior to taking AP Computer Science A.

ASTRONOMY

Grade 11, 12
Prerequisite Physical Science

This course will provide the student with an introduction to the concepts of modern astronomy, the origin and history of the Universe and the formation of the Earth and the solar system. Students will compare the Earth's properties with those of the other planets and explore how the heavens have influenced human thought and action. The course gives a description of astronomical phenomena using the laws of physics. The course treats many standard topics including planets, stars, the Milky Way and other galaxies, black holes to more esoteric questions concerning the origin of the universe and its evolution and fate. Although largely descriptive, the course will occasionally require the use of sophomore-high level mathematics. Laboratory exercises include experiments in light properties, measurement of radiation from celestial sources, and observations at local observatories and/or planetariums.

FORENSIC SCIENCE

Grade 11, 12
Prerequisite Biology, Chemistry or Physical Science

Forensic Science is the application of scientific evidence for use in a court of law. In this introductory course, students rely on a thorough understanding of the principles and techniques of science to solve problems. As a consequence, students expand their science skills and knowledge base. The course work requires students to carry out experiments, solve problems using analytical and critical-thinking skills, and communicate their findings to others.

HUMAN ANATOMY/PHYSIOLOGY

Grade 12
Prerequisite Physical Science, Biology, and Chemistry

Human Anatomy and Physiology is a rigorous college preparatory, life science course that requires more time in self-study and requires a higher level of discipline. It is a continuation and extension of the life science investigations of previous grades and can serve as the third or fourth year of science that is required for graduation. this cours is designed to provide students the opportunity to develop academic practices, learn process skills, higher order thinking skills, and acquire content knowledge necessary to be literate and proficient in Human Biology. The content will be investigated through numberous laboratory and field experiences, various individual and group projects and activities, and traditional educational practices.

ZOOLOGY

Grade 11, 12
Prerequisite Biology, Physical Science, AHS students - Teacher Approval Required.

Zoology is the study of all things dealing with animals. As the science has advanced over the decades, modern zoologists study more than just recognition and classification of animals; their attention now includes animal anatomy, physiology, development, histology, ecology, behavior, and evolution. The 'story' of animals is told through evolutionary patterns across deep spans of time. Thus, the focus of this course is the recognition of key features of the major body plans that have evolved in animals and how those body plans have changed over time resulting in the diversity of animals that are evident today.

SOCIAL STUDIES

SCHOOL KEY SYSTEM

- Alexander High School
- Chapel Hill High School
- Douglas County High School
- Lithia Springs High School
- New Manchester High School
- College & Career Institute

Schools offering class	
Class name	**AP LANGUAGE COMPOSITION**
When class can be taken	**Grade** 9, 10, 11
Class requirements	**Prerequisite** Test Scores
Class description	Provides fundamental skills development in all areas of English/Language Arts.

CIVICS/CITIZENSHIP OR AMERICAN GOVERNMENT

Grade 10
Prerequisite None

Focuses on basic concepts and principles of the American political system. Covers the structure and function of the American system of government, the roles and responsibilities of citizen participation in the political process, and the relationship of the individual to the law and legal system. Stresses critical analysis of public issues. Integrates and reinforces social studies skills.

AP AMERICAN GOVERNMENT OR HONORS GOVERNMENT

Grade 9, 10, 11, 12
Prerequisite Teacher Approval, Honors Program, Parent Waiver

AP U.S. Government and Politics will provide students an intellectual foundation for observing, analyzing, and understanding national politics in the United States. Using primary and secondary source documents, as well as analysis of specific examples, students will examine and evaluate the institutions of American government, political parties and elections, mass media, political behavior, public policies, and the development of individual rights and liberties and their impact on citizens.

WORLD HISTORY

Grade 9
Prerequisite None

Emphasizes the political, cultural, economic, and social development and growth of civilizations. Covers the development of change beginning with ancient civilizations, the emergence of nations through trade/communications, intellectual development, scientific/technological development, emergence of nation states, nations in conflict and the emerging interdependence of nations in the twentieth century.

AP OR HONORS WORLD HISTORY

Grade 9
Prerequisite Teacher Approval, Honors Program, Parent Waiver

AP World History is a college level course that covers world history through reoccurring themes. Students will cover the interactions between humans and the environment, the development of interaction between cultures, state-building and expansion, the creation and interaction of economic systems, and the development and transformation of social structures. This class is designed to develop the critical thinking skills, the historical thinking skills, and the analytical skills needed for success in the 21st century.

SOCIAL STUDIES

UNITED STATES HISTORY (EOC REQUIRED)

Grade 11
Prerequisite None

Investigates the United States, its people, institutions, and heritage. Emphasizes political, cultural, and social issues, the role of the United States as a world leader, and the issues confronting the United States today. Students will also use critical thinking to link past and present events.

HONORS UNITED STATES HISTORY

Grade 11
Prerequisite Teacher Recommendation

This course traces the development of U.S. History from the colonial era through modern times. Emphasis is placed on the role of the United States as a world leader and issues relevant to the United States today. Students are equipped with the analytic skills and factual knowledge essential to critically examine the conflicts and developments in U.S. history. The course facilitates the development of historical background through analysis of historical documents and secondary source materials. Students learn to assess historical materials in terms of reliability and importance to evaluate scholarly data and interpretations presented within historical scholarship.

AP UNITED STATES HISTORY

Grade 11
Prerequisite Teacher Approval, Honors Program, Parent Waiver

Conforms to College Board topics for the AP 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. Students examine primary documents and acquire the ability to incorporate source material in a thesis driven, analytical, 5-paragraph essay.

PERSONAL FINANCE AND ECONOMICS

Grade 12
Prerequisite None

Economics is the study of how individuals, businesses, and governments make decisions about the allocation of scarce resources. The economics course provides students with a basic foundation in the field of economics. The course has five sections: fundamental concepts, microeconomics, macroeconomics, international economics, and personal finance. In each area, students are introduced to major concepts and themes concerning that aspect of economics. These sections and the standards and elements therein may be taught in any order or sequence.

AP MACROECONOMICS

Grade 12
Prerequisite Teacher Approval, Honors Program, Parent Waiver

Focuses on the American economic system; covers fundamental economic concepts, comparative economic systems, micro-economics, macroeconomics, and international economic interdependence. Stresses the ability to analyze critically and to make decisions concerning public issues. The honors course has emphasis on writing assignments.

AP MICROECONOMICS

Grade 11, 12 (AHS, CHHS and NMHS 12th grade only)
Prerequisite Teacher Approval, Honors Program, Parent Waiver

This course is designed to provide students with a thorough understanding of the principles of economics as they apply to individual decision-making units, including individual households and firms. Students taking the course will spend time examining the theory of consumer behavior, the theory of the firm, and the behavior of profit-maximizing firms under various market structures. They will evaluate the efficiency of the outcomes with respect to price, output, consumer surplus, and producer surplus. Students will have an opportunity to examine the behaviors of households and businesses in factor markets, and learn how the determination of factor prices, wages, interest, and rent influence the distribution of income in a market economy. Students will also consider instances in which private markets may fail to allocate resources efficiently and examine various public policy alternatives aimed at improving the efficiency of private markets.

CURRENT ISSUES

Grade 10, 11, 12
Prerequisite None

Analyzes current issues and influences that are related to these issues and examines how decisions are made concerning those issues. Integrates and reinforces social studies skills.

SOCIAL STUDIES

PSYCHOLOGY

Grade 11, 12
Prerequisite None

This year-long, one credit elective course investigates the relationship of psychology, the scientific study of behavior and mental processes, to other sciences. The main topics of study are the basic principles of psychology, contributions of major psychologists, the scientific method, uniqueness, experimental ethics, developmental psychology, heredity and environmental aspects of psychology, learning theory, memory and thinking types, biological bases of behavior, personality, intelligence, social disorders, awareness, emotion, motivation, conflict resolution, and research methods used in the study of psychology.

AP PSYCHOLOGY

Grade 11, 12
Prerequisite Teacher Approval, Honors Program, Parent Waiver

This year-long, one credit elective course conforms to the College Board topics for the Advanced Placement Psychology examination. This course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students will be exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Course topics include the following: Psychological History and Approaches; Research Methods; Biological Bases of Behavior; Sensation and Perception; States of Consciousness; Learning; Cognition; Motivation and Emotion; Developmental Psychology; Testing and Individual Differences; Abnormal Psychology; Treatment of Psychological Disorders; and Social Psychology. The expectations and class rigor are equivalent to a college freshman Psychology class.

SOCIOLOGY

Grade 11, 12
Prerequisite None

This course will introduce students to the sociological perspective in examining our lives and social experiences, as well as many issues facing society today. In this respect, students should think of this course as a "sampler" on the sociological menu. Furthermore, through this course, students should come to realize how many aspects of their lives are influenced by the social world in which they live and, as a result, a student should obtain a better understanding of her/himself as social individuals and her/his place in society.

AP HUMAN GEOGRAPHY

Grade 9-12
Prerequisite Teacher Approval, Honors Program, Parent Waiver

The purpose of the AP Human Geography course is to introduce 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 human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.

AFRICAN AMERICAN STUDIES

Grade 9, 10, 11, 12

African-American Studies is an academic elective course provided by the Social Studies department, and will contain standards from the fields of History, Geography, Political Science, Economics, and Sociology. The course will require a great degree of higher order thinking. Throughout the course, students will be encouraged to analyze the developments and contributions of Africans brought to America. The course will have a chronological flow beginning with African Civilization pre-Columbus on up to the present day.

WORLD GEOGRAPHY

The world geography course provides students with an analytical view of how geographic factors have and continue to influence human behavior on the earth. Students will examine how the physical and cultural geographic factors contribute to varying levels of cooperation within the major world regions. Additionally, students will examine the importance that political, environmental, and economic factors have in a region's development.

HISTORY OF FILM

Explores United States History through film. This course includes analysis and interpretation of events through both print and film.

WORLD LANGUAGE

SCHOOL KEY SYSTEM

- Alexander High School
- Chapel Hill High School
- Douglas County High School
- Lithia Springs High School
- New Manchester High School
- College & Career Institute

Schools offering class	
Class name	**AP LANGUAGE COMPOSITION**
When class can be taken	**Grade** 9, 10, 11
Class requirements	**Prerequisite** Test Scores
Class description	Provides fundamental skills development in all areas of English/Language Arts.

Please Note: While the Georgia Department of Education no longer requires students to complete two years of a world language for high school graduation, the University System of Georgia does require the completion of two years of the same world language or two years of sign language in order to be considered for admission. Universities may or may not accept World Language credit that appears on a high school transcript but was earned in Middle School.

PREPARING OUR STUDENTS FOR TOMORROW'S WORKPLACE

Second language skills are needed by students for the new global economy for the following reasons:

- Students interested in attending a 4 year college/university must have at least 2 years in a consecutive language taken in high school.
- The workplace of tomorrow is a world of many cultures and languages. With new forms of global commerce we can't even imagine today.
- 200,000 Americans annually lose out to jobs with business because they cannot communicate in another language.
- Monolingual speakers can be at a disadvantage in employment and political life.
- Managers who know how to deal with a diverse workforce will have an edge.
- 4 of 5 new jobs in the US are created as a result of foreign trade.
- 1/3 of all corporations in the US are either owned or based abroad.
- Georgia ranks 15th in the US in export sales.
- Students earning 3 or more high school credits in the same language meet the requirements for a World Language Pathway taken in high school.

WORLD LANGUAGE - FRENCH

FRENCH I

Grade 9, 10, 11, 12
Prerequisite None

This course allows students to begin to develop communication skills on a variety of common topics, such as friends, family, school, and leisure activities. Classwork and homework introduce listening, speaking, reading, and writing functions in the target language, as well as the cultures of regions where French is spoken. The course is designed for students who did not take the two-year French sequence in middle school.

FRENCH II

Grade 9, 10, 11, 12
Prerequisite French I

This course builds on and expands the skills students acquired in French I class. Students communicate in more detail about a broader range of topics and can ask about, narrate and discuss past, present, and future events and plans. Students who have passed the two-year middle school French sequence or one unit of French I at the high school level should enroll in this class.

FRENCH III (AHS AND LSHS OFFERS HONORS)

Grade 9, 10, 11, 12
Prerequisite French II or Native Speakers

This course allows students to extend the skills and content taught at the French II level in order to participate in more complicated situations, to communicate in extended conversations, to respond to authentic print, audio, and visual media in the target language, to react to current events and cultural patterns in the francophone world, and to develop organized composition and reporting skills in French.

FRENCH IV (AHS AND LSHS OFFERS HONORS)

Grade 11, 12
Prerequisite French III

As a continuation of French III, this course develops students' proficiency in using oral and written language to inquire, narrate, and describe in a variety of tenses and situations. Students summarize and respond to authentic materials and media in the target language.

FRENCH V (AHS AND LSHS OFFERS HONORS)

Grade 12
Prerequisite French IV

This course is a continuation of French IV in which students continue to develop their proficiency in oral and written expression in French. Students read and discuss appropriate literary selections and use oral and written skills to respond to the visual art, music, and drama of the target cultures. Students use extended vocabulary to react to current events and issues present in the target cultures.

AP FRENCH

Grade 11, 12
Prerequisite French IV

Students who enroll in Honors/AP French Language should already have a good command of French grammar and vocabulary and have competence in listening, reading, speaking, and writing. The course will emphasize the students' ability to understand spoken French in various contexts and develop a vocabulary ample for reading a variety of writings, and their ability to express themselves with reasonable fluency and accuracy in both written and spoken French.

WORLD LANGUAGE - SPANISH

SPANISH I

Grade 9, 10, 11, 12
Prerequisite None

This course allows students to begin to develop communication skills on a variety of common topics, such as friends, family, school, and leisure activities. Classwork and homework introduce listening, speaking, reading, and writing functions in the target language, as well as the cultures of regions where Spanish is spoken. The course is designed for students who did not take the two-year Spanish sequence in middle school.

SPANISH II

Grade 9, 10, 11, 12
Prerequisite Spanish I

This course builds on and expands the skills students acquired in Spanish I class. Students learn to communicate in more detail about a broader range of topics and can ask about, narrate and discuss past, present, and future events and plans. Students who have passed the two-year middle school Spanish sequence or one unit of Spanish I at the high school level should enroll in this class.

SPANISH III (AHS AND LSHS OFFERS HONORS)

Grade 10, 11, 12
Prerequisite Spanish II or Native Speakers

This course allows students to extend the skills and content taught at the Spanish II level to participate in more complicated situations, to participate in extended conversations, to respond to authentic print, audio, and visual media in the target language, to react to current events and cultural patterns, and to develop organized composition and reporting skills in Spanish.

SPANISH IV (AHS, DCHS AND LSHS OFFERS HONORS)

Grade 11, 12
Prerequisite Spanish III

As a continuation of Spanish III, this course develops students' proficiency in using oral and written language to inquire, narrate, and describe in a variety of tenses and situations. Students summarize and respond to authentic materials and media in the target language. Students read and discuss appropriate literary selections and use oral and written skills to respond to the visual art, music, and drama of the target cultures.

SPANISH V (AHS AND LSHS OFFERS HONORS)

Grade 12
Prerequisite Spanish IV

This course is a continuation of Spanish IV in which students continue to develop their proficiency in oral and written expression in Spanish. Students read and discuss appropriate literary selections and use oral and written skills to respond to the visual art, music, and drama of the target cultures. They use extended vocabulary to react to current events and issues present in the target cultures.

AP SPANISH

Grade 11, 12
Prerequisite Spanish IV

Students who enroll in Honors/AP Spanish Language should already have a good command of Spanish grammar and vocabulary and have competence in listening, reading, speaking, and writing. The course will emphasize the students' ability to understand spoken Spanish in various contexts and develop a vocabulary ample for reading a variety of writings, and their ability to express themselves with reasonable fluency and accuracy in both written and spoken Spanish.

SPANISH FOR NATIVE SPEAKERS

Designed for heritage learners of Spanish, this course can accommodate students from a wide range of backgrounds, from those who are minimally functional (can comprehend Spanish but are not able to speak fluently, read or write) to those who are more proficient and/or literate in Spanish. The recommended entrance requirement for the Spanish for Native Speakers I is the Intermediate-Mid level of proficiency in listening comprehension on the ACTFL scale. It is not necessary that students speak or write at the Intermediate level prior to entering the course.

This course focuses on the development of communicative competence in reading, writing, speaking and listening and viewing, as well as on understanding Hispanic cultures and issues of identity of heritage speakers of Spanish in the United States. Students will also develop an awareness and understanding of Hispanic cultures, including language variation, customs, geography, history, and current events.

WORLD LANGUAGE - CHINESE

CHINESE I

Students will learn Pinyin, radicals, frequently used characters, word usage, sentence patterns, and grammar. Students will develop basic listening, speaking, reading, and writing abilities in Mandarin Chinese. The students will also acquire the knowledge of Chinese culture and history. This course is for beginning students or non-native speakers only.

CHINESE II

Prerequisite Chinese 1 with a grade of C or better

This is a continuation of Chinese 1 with a holistic approach to develop reading, writing, speaking, and listening skills of the Chinese language. This course seeks to provide students with the most commonly used Chinese characters and phrases, further understanding of Chinese grammar, and abilities to write short paragraphs. Students will advance the knowledge of Chinese culture and society. At the end of the year, students are expected to conduct basic daily communication in some real-life situations.

CHINESE III

Prerequisite Chinese 2 with a grade of C or better

This is a continuation of Chinese 2. This course is intended to further develop the four communications skills: listening, speaking, reading, and writing. The emphasis will be on students' conversational and writing skills in Chinese. Students will expand their conversational skills on most familiar topics. Rigorous practice of spoken and written Chinese will be conducted. The instruction will be conducted in Chinese.

PHYSICAL EDUCATION

SCHOOL KEY SYSTEM

- Alexander High School
- Chapel Hill High School
- Douglas County High School
- Lithia Springs High School
- New Manchester High School
- College & Career Institute

Schools offering class	
Class name	**AP LANGUAGE COMPOSITION**
When class can be taken	**Grade** 9, 10, 11
Class requirements	**Prerequisite** Test Scores
Class description	Provides fundamental skills development in all areas of English/Language Arts.

GENERAL PHYSICAL EDUCATION I, II, III, IV
LSHS ALSO OFFERS V, VI

Grade 9, 10, 11, 12
Prerequisite None

This elective course is designed to provide students with the opportunity to improve skills in each sport encountered. The emphasis is placed on teaching and improving motor skills unique to each team sport rather than merely playing them. This course will offer the student an opportunity to learn the history, rules, and strategies of specific team sports as well as the opportunity to develop attitudes necessary to play the sport safely and display good sportsmanship. 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. *Team Sports is an elective physical education course.*

BEGINNING WEIGHT TRAINING

Grade 9, 10, 11, 12
Prerequisite Students new to weight training

INTERMEDIATE WEIGHT TRAINING

Grade 10, 11, 12
Prerequisite Beginning Weight Training and non-athletes

WEIGHT TRAINING
LSHS OFFERS WEIGHT TRAINING 1-6

Grade 9, 10, 11, 12
Prerequisite None

This course is designed to allow students to participate in a program of activities, which promote the development of health-related fitness. Activities/workouts may include but not be limited to: weight training (free weights and machines), run/walk activities, flexibility exercises, speed training and relation techniques.

PHYSICAL EDUCATION

ADVANCED WEIGHT TRAINING

Grade 11, 12
Prerequisite Athletes ONLY

This elective course is designed to be a continuation of the course required for graduation, Personal Fitness. Several ideas are revisited but many new concepts are introduced. The course is designed to educate the novice and enhance the performance levels of the athlete by covering principles of movement science. Psychological issues are discussed as they relate to physical performance as well. Developing a pattern of involvement in lifetime activity is the desired goal of this course.

FEMALE WEIGHT TRAINING

Grade 9, 10, 11, 12
Prerequisite None

This elective course is designed to introduce students to a rhythmic program of activities to promote the development of health related fitness. The course will provide students with the opportunity to improve cardiovascular fitness, flexibility, muscular strength, muscular endurance and body composition. Fundamental skills will be emphasized in each area, culminating in the performance of simple routines by the students. Instruction in each area will be available as equipment and staff are provided. *Aerobic Dance is an elective physical education course.*

AEROBICS

Grade 9, 10, 11, 12
Prerequisite None

This elective course is a form of physical exercise that combines rhythmic aerobic exercise with stretching and strength training routines with the goal of improving all elements of fitness (flexibility, muscular strength, and cardio-vascular fitness). With the goal of preventing illness and promoting physical fitness, practitioners perform various routines comprising a number of different dance-like exercises.

LIFETIME SPORTS

Grade 9, 10, 11, 12
Prerequisite None

This elective course is designed to provide students with the opportunity to improve skills in each sport taught. The emphasis is placed on teaching and improving motor skills unique to each individual or dual sport rather than merely playing them. This course will offer the student an opportunity to learn dual sports as well as the opportunity to develop attitudes and judgment necessary to play the sport safely and display good sportsmanship. It is the goal of this course to instill the necessary skills and favorable attitudes to foster lifetime participation. *Lifetime Sports is an elective physical education course.*

INTRODUCTORY RECREATIONAL GAMES

Introduces recreational games suitable for lifetime leisure activities; may include table tennis, shuffleboard, Frisbee, deck tennis, new games, horseshoes, darts and croquet. Emphasizes the rules of each game and the skills necessary to play.

HEALTH/PERSONAL FITNESS

HEALTH-This course is designed to give students the opportunity to learn practical skills necessary to implement healthy life choices. The course includes learning activities designed to include students in classroom study, discussions, health labs, Internet activities via health web sites and constantly changing current events. Students are called on to evaluate their current health habits on personal, interpersonal and community levels. A passing grade in this course meets the high school graduation requirements in the area of health and safety. *This course is a Douglas County School System graduation requirement.*

PERSONAL FITNESS-The primary goal of this course is to help students help themselves. This course shows students that everyone can be healthy and physically fit. It encourages the development and maintenance of personal fitness throughout the life cycle. It is a "personal" course. Students are presented a wide variety of fitness topics. They learn to assess their own personal fitness levels and based on that knowledge, learn to design their own personal fitness programs. Consumer issues related to health and fitness are discussed along with principles of training, nutrition and stress management. This unit course meets the state requirement for Physical Education. *This course is a Douglas County School System graduation requirement.*

PHYSICAL EDUCATION

INTRODUCTORY, INTERMEDIATE AND ADVANCED TEAM SPORTS

INTRODUCTORY - 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.

INTERMEDIATE - Enhances skills and strategies in team sports such as basketball, volleyball, soccer, softball, baseball, field hockey, lacrosse, team handball and flag football.

ADVANCED - Provides opportunities to officiate and to enhance skills in team sports strategies.

ADVANCED BODY SCULPTING

Provides additional opportunities to redefine body shape through specific exercises. Based on the American College of Sports Medicine guidelines for fitness and conditioning programs, this course covers weight training, conditioning exercises, and proper nutrition to improve muscle tone, muscle definition, posture, bodily proportions, and overall condition of the body and energy levels.

PHYSICAL CONDITIONING AND ADVANCED PHYSICAL CONDITIONING

PHYSICAL CONDITIONING - 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 lifetime habits.

ADVANCED PHYSICAL CONDITIONING - Enhances cardiovascular endurance, flexibility, muscular strength and endurance and body composition. Emphasizes self-management and adherence strategies.

PHYSICAL CONDITIONING

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 lifetime habits.

FINE ARTS

SCHOOL KEY SYSTEM

- Alexander High School
- Chapel Hill High School
- Douglas County High School
- Lithia Springs High School
- New Manchester High School
- College & Career Institute

Schools offering class	
Class name	**AP LANGUAGE COMPOSITION**
When class can be taken	**Grade** 9, 10, 11
Class requirements	**Prerequisite** Test Scores
Class description	Provides fundamental skills development in all areas of English/Language Arts.

New Manchester High School Fine Arts Magnet Education Programs (FAME) are listed separately beginning on page 88. FAME was founded in 2012 for students with exceptional talent in the arts. Its goal is to develop and nurture talented young artists for successful careers or avocations in the fine arts through extensive training programs and classes in instrumental music, vocal music, drama, dance, visual art, and technical theatre, while maintaining high academic achievement.

BEGINNING BAND LEVELS I, II, III, IV

Grade 9, 10
Prerequisite Band in grades 6-8 or audition with Director

This course provides opportunities to develop performance skills on a wind or percussion instrument (preferably wind). It emphasizes performance and production; may include analysis, historical and cultural influences, improvisation and appreciation of music.

INTERMEDIATE BAND LEVELS I, II, III, IV

Grade 10, 11, 12
Prerequisite Beginning Band or audition with Director

This course provides opportunities for intermediate- level performers to increase, refine and develop performance and precision skills on a wind or percussion instrument (preferably wind). It emphasizes performance and production; may include analysis, historical and cultural influences, improvisation and appreciation of music at intermediate levels of understanding.

ADVANCED BAND I, II, III, IV

Grade 10, 11, 12
Prerequisite Band

This course provides opportunities for advanced-level performers to increase, refine and develop performance and precision skills on a wind or percussion instrument (preferably wind). It emphasizes performance and production; may include analysis, historical and cultural influences, improvisation and appreciation of music at advanced levels of understanding.

CONCERT BAND 1

Grade 9, 10, 11, 12
Prerequisite Previous experience playing an instrument and audition

An auditioned ensemble that provides opportunities for 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, influences, creative aspects and appreciation of music at advanced levels of understanding. The course also stresses individual progress and learning strategies and ensemble experiences. This course typically plays grade 3-4 music.

FINE ARTS

CONCERT BAND 2
Grade 9, 10, 11, 12
Prerequisite Previous experience playing an instrument

An ensemble that provides opportunities for 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, influences, creative aspects and appreciation of music at advanced levels of understanding. The course also stresses individual progress and learning strategies and ensemble experiences. This course typically plays grade 2-3 music.

INTERMEDIATE INSTRUMENTAL ENSEMBLE
Grade 9, 10, 11, 12
Prerequisite Band Member with Percussion Experience

This class is for any band member who has prior experience playing percussion instruments in middle school or high school. It would teach the foundations of all instruments in the percussion section and each student would be expected to be able to play mallet instruments, snare rudiments, as well as many other fundamental skills on the various instruments. The students will be playing music for marching band, concert band, and percussion ensemble. Grades are largely based on class participation and playing tests on all percussion instruments.

JAZZ BAND
Grade 9, 10, 11, 12
Prerequisite Director's Approval

This class provides a well-rounded learning experience for all participating students. Student will perform many pieces from the standard jazz repertoire, learning and practicing the many facets of jazz improvisation, studying jazz historically and culturally, becoming familiar with key figures in the evolution of jazz, and listening to key recordings of those artists.

SYMPHONIC BAND
Grade 9, 10, 11, 12
Prerequisite Director's Approval

This class has a tradition of excellence, providing a thorough education in group performance, individual instruction, and music theory. Both Symphonic and Concert Bands perform at all concerts and festivals, giving all students the opportunity to showcase their talents. Enrollment involves participation in marching band, concert band, pep band, ensembles and solo playing. Band members are auditioned and placed into either Symphonic or Concert Band. All students receive private instruction on their instrument and sequential instruction in the elements of music. Students will study both solo and ensemble settings, music theory, music history, reading, and writing music.

SYMPHONIC WINDS/SYMPHONIC BAND
Grade 9, 10, 11, 12
Prerequisite Previous experience playing an instrument and audition

An advanced level, auditioned ensemble that provides opportunities for 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, influences, creative aspects and appreciation of music at advanced levels of understanding. The course also stresses individual progress and learning strategies and ensemble experiences. This course typically plays grade 4-6 music.

GUITAR I, II, III, IV
Grade 9, 10, 11, 12
Prerequisite None

This is an elective course offering beginning instruction for the guitar. You will learn open chords, moveable chords, accompaniment techniques and a variety of playing techniques and styles including both the pickstyle and fingerstyle approaches to the guitar. This is not a lead guitar technique class. The course also includes music fundamentals, theory, songs, performance, listening, analyzing and learning how to read standard music notation and tablature. Students are REQUIRED to provide their own acoustic guitar and have it in class daily. No amplifiers are allowed. Grades are based on performance skill and written tests. Daily participation is also an integral part of the final grade.

MUSIC THEORY/HISTORY
Grade 9, 10, 11, 12
Prerequisite Band or Chorus (AHS, LSHS)

This is a class designed to teach the basics of music theory helping students learn notation, composition, how to analyze music, and many other things which would help a student both in high school and college. It would also touch on music history, helping the students learn about the different time periods in music from Ancient to Modern. The students would learn stylistic differences common to each period and tie it in to analyzing music and writing for those time periods. It uses a variety of teaching methods including multimedia lecture, listening exercises, computer program training, independent work on writing music, etc. Grading is based on class work, quizzes, and daily participation.

FINE ARTS

MUSIC APPRECIATION I, II, III AND IV

Grade 9, 10, 11, 12

MUSIC APPRECIATION I - Introduces production and performance, covering terminology and idioms, elements of music, perceptive listening and attitudes, and appreciation. Stresses the ability to become a literate consumer along with the ability to speak and write fluently about music.
MUSIC APPRECIATION II - Enhances level-one skills and understanding. Emphasizes an in-depth approach to music through performance, creativity, and listening. Encourages independent music learning to develop a lifelong interest in music. Builds skills of perception and discrimination in listening.
MUSIC APPRECIATION III - Enhances level-two skills. Emphasizes developing a framework for critical analysis of music. Provides knowledge and skills for development of independent reading and performance on folk instruments. Encourages composition and use of electronic media.
MUSIC APPRECIATION IV - Enhances level-three skills. Provides an individualized, in-depth examination of current issues in music such as ethnic influences, styles, values, and aesthetics. Encourages independent judgments based on critical analysis and the ability to write or speak objectively about music.

BEGINNING MUSIC TECHNOLOGY

Grade 9, 10, 11, 12
Prerequisite None

Students will learn the concepts of music technology, and its use in current music production methods. They will manipulate MIDI protocol, create multi-track compositions using sequencing software, and create song accompaniments. Music Technology students will also compose and arrange songs using notation software, analyze formal elements of music, and learn correct operational techniques for sound reinforcement systems.

MUSIC TECHNOLOGY

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

INTERMEDIATE MUSIC TECHNOLOGY - Students learn and further expand how to use digital tools and resources to create, present, respond, and connect to music as an art form and/or industry.

ADVANCED MUSIC TECHNOLOGY - Students will compose and arrange songs using notation software, analyze formal elements of music, and learn correct operational techniques for sound reinforcement systems.

BEGINNING CHORUS

Grade 9, 10, 11, 12
Prerequisite None

Beginning Chorus is offered to students who would like to sing for enjoyment while developing their musical knowledge and vocal skills. Emphasis is placed on increasing music reading skills diction, intonation, and vocal technique. Students are REQUIRED to purchase a chorus uniform. Some uniforms are available for rental. Grades are largely based on daily class participation, basic skills tests, class work, and performance participation. Extra credit is available. Attention is given to all the areas that are essential to membership in a music performance.

INTERMEDIATE CHORUS

Grade 9, 10, 11, 12
Prerequisite None

This is a performance based class. It provides opportunities for intermediate-level performers to increase, develop, and refine performance skills and precision vocally. Students are required to attend after school events such as concerts and other performances. Emphasis is placed on increasing music reading skills diction, intonation, and vocal technique. Students are REQUIRED to purchase a chorus uniform. Some uniforms are available for rental. Grades are largely based on daily class participation, basic skills tests, class work, and performance participation. Extra credit is available. Attention is given to all the areas that are essential to membership in a music performance.

FINE ARTS

ADVANCED CHORUS
Grade 9, 10, 11, 12
Prerequisite Director's Approval

This is an advanced level performance based class. It provides opportunities for advanced-level performers to increase, develop, and refine performance skills and precision vocally. Students are required to attend after school events such as concerts and other performances. Emphasis is placed on increasing music reading skills diction, intonation, and vocal technique. Students are REQUIRED to purchase a chorus uniform. Some uniforms are available for rental. Grades are largely based on daily class participation, basic skills tests, class work, and performance participation. Extra credit is available. Attention is given to all the areas that are essential to membership in a music performance.

MIXED MASTERY CHORUS
Grade 9, 10, 11, 12
Prerequisite Previous choral experience and audition with director

This is an auditioned, advanced level performance based class. It provides opportunities for advanced-level performers to increase, develop, and refine performance skills and precision vocally. Students are required to attend after school events such as rehearsals, concerts, and other performances. Emphasis is placed on increasing music reading skills diction, intonation, and vocal technique. Grades are largely based on daily class participation, basic skills tests, class work, and performance participation. Attention is given to all the areas that are essential to membership in a music performance ensemble.

BEGINNING WOMEN'S CHORUS
Grade 9
Prerequisite Previous choral experience

This is a performance based class. It provides opportunities for performers to increase, develop, and refine performance skills and precision vocally. Students are required to attend after school events such as concerts and other performances. Emphasis is placed on increasing music reading skills diction, intonation, and vocal technique. Grades are largely based on daily class participation, basic skills tests, class work, and performance participation. Attention is given to all the areas that are essential to membership in a music performance ensemble.

WOMEN'S MASTERY CHORUS
Grade 9, 10, 11, 12
Prerequisite Previous choral experience and audition with director

This is an auditioned, advanced level performance based class. It provides opportunities for advanced-level performers to increase, develop, and refine performance skills and precision vocally. Students are required to attend after school events such as rehearsals, concerts, and other performances. Emphasis is placed on increasing music reading skills diction, intonation, and vocal technique. Grades are largely based on daily class participation, basic skills tests, class work, and performance participation. Attention is given to all the areas that are essential to membership in a music performance ensemble.

ADVANCED WOMEN'S CHORUS
Grade 10, 11, 12
Prerequisite Previous choral experience

This is a performance based class. It provides opportunities for performers to increase, develop, and refine performance skills and precision vocally. Students are required to attend after school events such as concerts and other performances. Emphasis is placed on increasing music reading skills diction, intonation, and vocal technique. Grades are largely based on daily class participation, basic skills tests, class work, and performance participation. Attention is given to all the areas that are essential to membership in a music performance ensemble.

MEN'S CHORUS
Grade 9, 10, 11, 12
Prerequisite Previous choral experience

This is a performance based class. It provides opportunities for performers to increase, develop, and refine performance skills and precision vocally. Students are required to attend after school events such as concerts and other performances. Emphasis is placed on increasing music reading skills diction, intonation, and vocal technique. Grades are largely based on daily class participation, basic skills tests, class work, and performance participation. Attention is given to all the areas that are essential to membership in a music performance ensemble.

FINE ARTS

AP MUSIC THEORY
Grade 11, 12
Prerequisite Band or Chorus

This course is designed to develop musical skills that will lead to a thorough understanding of music composition and music theory. Students are prepared to take the AP Music Theory Exam when they have completed the course. Students planning to major in music in college may be able to enroll in an advanced music theory course, depending on individual colleges' AP policies.

THEATRE ARTS I (FUNDAMENTALS OF DRAMA)
Grade 9, 10, 11, 12
Prerequisite None

Theatre Arts I is an introductory level class. This course serves as a prerequisite to other theatre courses. Theatre Arts I includes the study and application of stage movement, theatre history, basic technical theatre, and acting. In this class the student will learn the importance of working as an ensemble. Grades are based on class work, quizzes, daily participation, group projects, and class performance.

THEATRE ARTS II (ACTING)
Grade 9, 10, 11, 12
Prerequisite Theatre Arts I

Theatre Arts II is an intermediate level class addressing the fundamentals needed for stage acting. In this class the student will: learn from a variety of acting techniques, learn how to take a headshot and make a resume, learn to work as an ensemble with other actors, and acquire a deeper knowledge of theatre as a working art form. Grades are based on class work, quizzes, daily participation, individual performances, and group performances. *This is a performance based class.*

THEATRE ARTS III (PLAY PRODUCTION)
Grade 10, 11, 12
Prerequisite Theatre Arts II or Technical Theatre

Theatre Arts III is an advanced level class. Theatre is doing! In this course the student will use all of the skills learned in the prerequisite theatre classes to produce a play. The class will require students to not only perform, but assume technical responsibilities as well. Grades will be based upon classwork, quizzes, daily participation, individual performances, group performances, theatre practicum, and the rehearsal/ performance process. *The students who are in this class will be required to audition to participate in the class production.*

ADVANCED PERFORMANCE IN THEATRE
Grade 10, 11, 12
Prerequisite Audition only

This course is designed to be an advanced course in Theater Arts. It includes in depth study of characterization, voice, physicality, scene study, and theater production through performance. Group and individual work will be used to develop acting skills. This is a performance-based course. *The students who are in this class will be required to audition to participate in the class production.*

TECHNICAL THEATRE
Grade 9, 10, 11, 12
Prerequisite Teacher's Approval

Technical Theatre is an intermediate level class. In this course the student will learn/ apply the basic fundamentals of costume construction, makeup, scene construction, lighting, sound, and the elements of design that follow these principles. Technical Theatre is a hands on course that will require students to dress out in the appropriate work clothes depending on the project. Grades are based on daily work, quizzes, daily participation, individual projects, group projects, and theatre practicum.

VISUAL ARTS/COMPREHENSIVE (VACI)
VISUAL ARTS/COMP I
Grade 9, 10, 11, 12
Prerequisite None

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

VISUAL ARTS/COMPREHESIVE II
Grade 11, 12
Prerequisite Visual Arts I, Drawing I, Painting I, and one 3-Dimensional Course (Ceramics I or Sculpture I)

Enhances skills in art history, art criticism, aesthetic judgment and studio production. Emphasizes and reinforces knowledge and application of elements and principles of art through a variety of media, processes and visual recourses. Investigates master artworks to increase awareness and to examine the role of art and the artist in past and contemporary societies. This class is for the advanced self directed student seriously interested in a career in the arts.

FINE ARTS

VISUAL ARTS/COMPREHENSIVE (VACIII)
VISUAL ARTS/COMP III
Grade 9, 10, 11, 12 (CHHS 12)
Prerequisite Visual Comp I and II

Enhances level-two skills in art history, art criticism, aesthetic judgment and studio production. Provides practice in applying the elements and principles of art through a variety of media, processes and visual recourses. Provides focus on different two and three dimensional art media and processes and master artworks. Stresses ideas development through production and creativity through the study of the master artist.

VISUAL ARTS/COMPREHENSIVE (VACIV)
VISUAL ARTS/COMP IV
Grade 11, 12
Prerequisite Visual Comp I, II and III

Enhances level-three skills in art history, art criticism, aesthetic judgment and studio production. Provides opportunity for in-depth application of the elements and principles of art through a variety of media, processes and visual recourses. Provides focus on different two and three dimensional art media and processes and master artworks. Stresses creative problem solving through art production and the study of master artists and their works.

VISUAL ARTS/DRAWING I (VADI)
VISUAL ARTS/DRAWING I
Grade 10, 11, 12
Prerequisite Visual Comp I

Explores a variety of drawing techniques and media, emphasizing basic drawing skills and critical analysis skills for responding to master drawings of different historical styles and periods. Examines solutions to drawing problems through student drawings and those of other artists. Covers Western and non-Western cultures.

AP DRAWING
Grade 10, 11, 12

A program administered by the College Board to provide highly motivated high school students with an opportunity to earn college credit in art with a drawing focus. Students will submit a drawing portfolio to College Board with work that focuses on the use of mark-making, line, surface, space, light and shade, and composition.

VISUAL ARTS/DRAWING II (VADII)
VISUAL ARTS/DRAWING II
Grade 10, 11, 12 (CHHS 11, 12)
Prerequisite Visual Comp I and Drawing I

Enhances level-one skills in techniques and provides further exploration of drawing media; reinforces basic drawing skills and critical analysis skills for responding to master drawings of different historical styles and periods. Examines solutions to drawing problems through student drawings and those of other artists.

VISUAL ARTS DRAWING AND PAINTING I
Grade 9, 10, 11, 12 (CHHS 10, 11, 12)
Prerequisite Visual Comp I and Drawing I

Introduces drawing and painting techniques and a variety of drawing and painting media. Stresses critical analysis of master paintings and drawings of different styles and historical periods; emphasizes problem-solving techniques to achieve desired results in personal work.

VISUAL ARTS DRAWING AND PAINTING II
Grade 9, 10, 11, 12 (CHHS 11, 12)
Prerequisite Visual Comp I, Drawing I, and Painting I

Enhances level-one drawing and painting skills and provides opportunities to apply drawing and painting techniques in a variety of media. Stresses critical analysis of master paintings and drawings of different styles and historical periods; emphasizes problem-solving techniques to improve techniques and mastery of materials.

VISUAL ARTS AP STUDIO: GENERAL PORTFOLIO (VAAPSGP)V ART/AP ST
Grade 10, 11, 12
Prerequisite Visual Comp I and Any Two Art Courses

Conforms to College Board topics for the Advanced Placement Studio Art Portfolio Examination. Requires submission of original works and slides to be evaluated on quality. Provides opportunity to work in one or more media such as drawing, painting, graphics, photography, animation cells, and sculpture. Designed for students interested in the practical experiences of art.

FINE ARTS

VISUAL ART CERAMICS I
Grade 10, 11, 12
Prerequisite Visual Arts I

Beginning pottery course exploring hand-building techniques. History of clay and art criticism taught in this course.

VISUAL ART CERAMICS II
Grade 10, 11, 12 (CHHS 11, 12)
Prerequisite Ceramics I, Visual Arts I

Advanced pottery course using hand building and wheel throwing techniques to create utilitarian and aesthetic works.

SCULPTURE I
Grade 10, 11, 12 (CHHS 11, 12)
Prerequisite Visual Arts I, and Ceramics I

Beginning sculpture course that explores three-dimensional media such as wire, clay, plaster, woodcarving, assemblage, etc.

SCULPTURE II
Grade 10, 11, 12 (CHHS 12)
Prerequisite Ceramics I, Visual Arts I

Advanced sculpture course using three-dimensional media and producing high quality works of art.

PHOTOGRAPHY I
Prerequisite Visual Art I

This is a beginning photography course exploring the history and development of photography, making pinhole cameras, the basic camera types, basics of darkroom processes and film development. Students work to create a portfolio of photos showing competency in basic photographic processes.

PHOTOGRAPHY II
Prerequisite Visual Art I, and Photography I

This class build on skills acquired in Photography I. Digital Photo editing using Photoshop is introduced. The role of photojournalism and documentary photography as well as photo careers are explored. Students explore different camera types and film formats as well as some alternative and historical photo processes. Students work to develop a portfolio of photographic images stressing excellence and personal vision.

PHOTOGRAPHY III, IV
Prerequisite Visual Art I, Photography I, and Photography II

Students work on a somewhat independent basis to assemble a portfolio of high competency and professionalism. Students may weight the majority of the portfolio toward digital or film based images based on their preference but are expected to be competent in all. The students develop a digital portfolio that can be used in seeking post-secondary opportunities and they do research into cutting edge trends in photography and photojournalism.

NMHS FINE ARTS

NEW MANCHESTER HIGH SCHOOL

FAME

FINE ARTS MAGNET EDUCATION

The Fine Arts Magnet Education Program at New Manchester High School is a pre-professional Fine Arts program that was founded in 2012 to serve students that demonstrate an advanced level of talent in instrumental music, vocal music, dance, acting, musical theatre, visual art and technical theatre. Its goal is to develop and nurture talented young artists and prepare them for post-secondary collegiate opportunities or successful careers in the fine arts through advanced training. The prospective FAME students' attendance, academic record, discipline record, and talent potential are considerations for acceptance into the program. Student can only be accepted into one area of study (band, chorus, drama, dance, or visual art), but can take other fine arts classes as elective provided their schedule permits. Junior FAME students are allowed to request to minor in another FAME area. Students study in their major concentration for minimum of two class periods each day. To earn the Fine Arts seal FAME students are required to remain in the program every semester of their high school careers. As long as it does not conflict with their area requirements, FAME students are encouraged to participate in extracurricular performances and opportunities to work with top professionals in the arts from the Atlanta area throughout the United States. Auditions are held each spring for rising freshmen and transfer students seeking admission into the program. The application process is highly competitive, and a number of criteria are considered part of this process.

NMHS FINE ARTS

BAND

INTERMEDIATE BAND I, II, III, IV

Grade 9, 10, 11, 12
Prerequisite Beginning Band or Instructor Placement

This course provides opportunities for intermediate- level performers to increase, refine and develop performance and precision skills on a wind or percussion instrument (preferably wind). It emphasizes performance and production; may include analysis, historical and cultural influences, improvisation and appreciation of music at intermediate levels of understanding.

INTERMEDIATE INSTRUMENTAL ENSEMBLE I, II, III, IV

Grade 9, 10, 11, 12
Prerequisite Band Member with Percussion Experience/Instructor Placement

This class is for any band member who has prior experience playing percussion instruments in middle school or high school. It would teach the foundations of all instruments in the percussion section and each student would be expected to be able to play mallet instruments, snare rudiments, as well as many other fundamental skills on the various instruments. The students will be playing music for marching band, concert band, and percussion ensemble. Grades are largely based on class participation and playing tests on all percussion instruments

ADVANCED BAND I, II, III, IV

Grade 9, 10, 11, 12
Prerequisite Instructor Placement

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.

MASTERY BAND I, II, III, IV

Grade 10, 11, 12
Prerequisite FAME Students ONLY/ FAME Band Teacher Placement

This course provides opportunities for advanced-level performers to increase, refine and develop performance and precision instrumental skills. It emphasizes performance and production; may include analysis, historical and cultural influences, improvisation and appreciation of music at advanced levels of understanding. Both Mastery Band (Symphonic and Concert Bands) perform at all concerts and festivals, giving all students the opportunity to showcase their talents and will participate in marching band, concert band, pep band, ensembles and solo playing. Students will study both solo and ensemble settings, music theory, music history, reading, and writing music.

CHORUS

BEGINNING CHORUS (ELECTIVE)

Grade 9, 10, 11, 12
Prerequisite None

Beginning Chorus is offered to students who would like to sing for enjoyment while developing their musical knowledge and vocal skills. Emphasis is placed on increasing music reading skills, diction, intonation, and vocal technique. Students are REQUIRED to wear approved concert attire for performances. Grades are largely based on daily class participation, basic skills tests, class work, and performance participation. Attention is given to all the areas that are essential to membership in a music performance.

INTERMEDIATE CHORUS

Grade 9, 10, 11, 12
Prerequisite FAME Students ONLY/ FAME Choral Teacher Placement

This is a performance based class. It provides opportunities for intermediate-level FAME performers to increase, develop, and refine performance skills and precision vocally. Students are required to attend all after school events such as concerts and other performances. Emphasis is placed on increasing music reading skills diction, intonation, and vocal technique. Students are REQUIRED to purchase a chorus uniform. Some uniforms are available for rental. Grades are largely based on daily class participation, basic skills tests, class work, and performance participation. Attention is given to all the areas that are essential to membership in a music performance.

ADVANCED CHORUS

Grade 9, 10, 11, 12
Prerequisite FAME Students ONLY/ FAME Choral Teacher Placement

This is an advanced level performance based class. It provides opportunities for advanced-level performers to increase, develop, and refine performance skills and precision vocally. Students are required to attend after school events such as concerts and other performances. Emphasis is placed on increasing music reading skills diction, intonation, and vocal technique. Students are REQUIRED to purchase a chorus uniform. Some uniforms are available for rental. Grades are largely based on daily class participation, basic skills tests, class work, and performance participation. Attention is given to all the areas that are essential to membership.

MASTERY CHORUS

Grade 10, 11, 12
Prerequisite FAME Students ONLY/ FAME Choral Teacher Placement

This is a Mastery level performance based class. It provides opportunities for Mastery-level performers to increase develop and refine performance skills with vocal precision. Students in this class are also required to participate in movement based show choir. Students are required to attend after school events such as concerts and other performances. Emphasis is placed on increasing music reading skills, diction, intonation, and vocal technique. Students are REQUIRED to purchase a chorus uniform. Grades are largely based on Performance participation, class participation, basic skills test, and class work.

NMHS FINE ARTS

MUSIC

KEYBOARD TECHNIQUES (PIANO) I, II, III, IV

Grade 9, 10, 11, 12
Prerequisite FAME Students ONLY

Introduces basic piano keyboard techniques for music or musical theatre students. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music.

MUSIC THEORY

Grade 9, 10, 11, 12
Prerequisite FAME Students ONLY

This is a class designed for band, chorus, and musical theatre students. Introduces the fundamentals of organized sound. Emphasizes rules of Western music composition and offers opportunities to create original works. May include using computers for composition. Introduces non-Western approaches to theory and composition.

MUSIC HISTORY

Grade 9, 10, 11, 12
Prerequisite FAME Students ONLY

This is a class required for band and chorus for students. Introduces musical genres, styles, composers and media in historical context. Includes comparison and contrast of musical style periods from antiquity to the contemporary period, the prominent composers and literature of the period, social and cultural influences, interdisciplinary studies of art, theater, dance, politics, and music of world cultures and indigenous American music. Emphasizes perceptive listening and analysis and speaking and writing about music and musicians.

DANCE

BEGINNING DANCE I

Grade 9, 10, 11, 12
Prerequisite None

Beginning-level technique emphasizing the basic principles of different dance styles including ballet, modern, and jazz. Students will learn basic dance concepts and vocabulary to prepare them for performance. Students are required to attend rehearsals and performances after school.

BALLET I

Grade 9, 10, 11, 12
Prerequisite FAME Students ONLY

Introduces basic ballet technique at an advanced level; covers placement, turn out, body lines, epaulement, adagio and allegro skills. Stresses aesthetic perception, creative expression and performance, historical and cultural heritage and aesthetic judgment and criticism.

BALLET II

Grade 9, 10, 11, 12
Prerequisite FAME Students ONLY

Enhances level-one skills; emphasizes the development and execution of elementary technical skills. Offers opportunities to perform and observe quality dance as an art form. Students are required to attend rehearsals and performances after school. A costume rental fee and class uniform are also required.

BALLET III

Grade 10, 11, 12
Prerequisite FAME Students ONLY

Enhances level-two skills; emphasizes intermediate-level technical skills, a further expansion of ballet vocabulary and a broader experience of performance opportunities. Students are required to attend rehearsals and performances after school. A costume rental fee and class uniform are also required.

BALLET IV

Grade 11, 12
Prerequisite FAME Students ONLY

Enhances level-three skills; emphasizes advanced-level technical skills, technique development, artistic growth and individual style. Students are required to attend rehearsals and performances after school. A costume rental fee and class uniform are also required.

BALLET V

Grade 12
Prerequisite FAME Students ONLY

Enhances level-four skills; emphasizes advanced-level technical skills, technique development, artistic growth and individual style. Students are required to attend rehearsals and performances after school. A costume rental fee and class uniform are also required.

NMHS FINE ARTS

DANCE

JAZZ DANCE I
Grade 9, 10, 11, 12
Prerequisite FAME Students ONLY

Introduces basic jazz techniques and vocabulary. Emphasizes aesthetic perception, creative expression and performance, historical and cultural heritage and aesthetic judgment and criticism. Students are required to attend rehearsals and performances after school. A costume rental fee and class uniform are also required.

JAZZ DANCE II
Grade 10, 11, 12
Prerequisite FAME Students ONLY

Enhances level-one skills; introduces jazz vocabulary, combinations of jazz technique skills, complex rhythms, longer phrases and specific techniques. Students are required to attend rehearsals and performances after school. A costume rental fee and class uniform are also required.

JAZZ DANCE III
Grade 11,12
Prerequisite FAME Students ONLY

Enhances level-two skills; emphasizes intermediate-level technical skills, a further expansion of jazz vocabulary and a broader experience of performance opportunities. Students are required to attend rehearsals and performances after school. A costume rental fee and class uniform are also required.

JAZZ DANCE IV
Grade 12
Prerequisite FAME Students ONLY

Enhances level-three skills; emphasizes advanced-level technical skills, further expansion of jazz vocabulary and a broader experience of performance opportunities. Students are required to attend rehearsals and performances after school. A costume rental fee and class uniform are also required.

MODERN DANCE III
Grade 11, 12
Prerequisite FAME Students ONLY

Enhances level-two skills; emphasizes intermediate-level technical skills, a further expansion of modern dance vocabulary, improvisation and a broader experience of performance opportunities. Students are required to attend rehearsals and performances after school. A costume rental fee and class uniform are also required.

DANCE

MODERN DANCE IV
Grade 12
Prerequisite FAME Students ONLY

Enhances level-three skills; emphasizes advanced-level technical skills, speed and quality of movement, complex combinations, improvisational performance technique, the development of individual style and artistic growth. Students are required to attend rehearsals and performances after school. A costume rental fee and class uniform are also required.

DANCE COMPOSITION
Grade 10, 11, 12
Prerequisite FAME Students ONLY/Instructor placement

Introduces dance composition; covers how to identify and execute the basic principles of composition (i.e., design, improvisation, use of qualities and musical forms). Concentrates on the development of themes and performance of multiple phrase composition. Emphasizes individual creativity and use of choreographic tools. Students are required to attend rehearsals and performances after school. A costume rental fee and class uniform are also required.

DANCE HISTORY
Grade 10, 11, 12
Prerequisite FAME Students ONLY/Instructor placement

Introduces dance history; covers its historical and cultural growth in various societies and the development of dance in Western culture. Students are required to attend rehearsals and performances after school. A costume rental fee and class uniform are also required.

AFRICAN DANCE
Grade 10, 11, 12
Prerequisite FAME Students ONLY/Instructor placement

Students will explore the basic dance movements and rhythms of West African dance. Through the exploration of traditional dance and songs, students will gain an understanding of the history of movement and its cultural significance. Students will also develop basic sequencing skills and rhythm. Students are required to attend rehearsals and performances after school. A costume rental fee and class uniform are also required.

NMHS FINE ARTS

DRAMA

THEATRE ARTS/FUNDAMENTALS OF DRAMA I (ELECTIVE)

Grade 9, 10, 11, 12
Prerequisite None

Fundamentals I (Elective) is an introductory level class open to any student who has the interest in learning about Drama. Theatre Arts/Fundamentals I serves as 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.

THEATRE ARTS/FUNDAMENTALS OF DRAMA I (FAME)

Grade 9
Prerequisite Audition/Instructor placement

Fundamentals I (FAME) is an advanced introductory level class specifically for new FAME drama students. Theatre Arts/ Fundamentals I (FAME) serves as prerequisite for other FAME 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.

THEATRE ARTS/FUNDAMENTALS OF DRAMA II (FAME)

Grade 10
Prerequisite Audition/Instructor placement

Enhances level-one skills. Continues to develop and apply performance skills through access to intermediate vocal, physical and emotional exercises; includes improvisation and scene study and related technical art forms.

THEATRE ARTS/FUNDAMENTALS OF DRAMA III (FAME)

Grade 11
Prerequisite Audition/Instructor placement

Enhances level-two skills by producing and studying literature as related to theater. Provides opportunities for performance with focus on language arts classes. Continues to develop and apply performance skills through access to more advanced vocal, physical and emotional exercises; includes improvisation and scene study and related technical art forms.

THEATRE ARTS/FUNDAMENTALS OF DRAMA IV (FAME)

Grade 12
Prerequisite Audition/Instructor placement

Enhances level-three skills by producing and writing plays for presentation; explores the role of the playwright. Provides opportunities for practical application. Continues to develop and apply performance skills through access to advanced vocal, physical and emotional exercises; includes improvisation and scene study and related technical art forms.

ACTING I-III (FAME ACTING CONSERVATORY)

Grade 9, 10, 11, 12
Prerequisite FAME Acting Conservatory Students ONLY

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.

DRAMA

ADVANCED DRAMA I-IV (FAME ACTING CONSERVATORY)

Grade 9, 10, 11, 12
Prerequisite FAME Acting Conservatory Students ONLY

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.

MUSICAL THEATER I-V

Grade 9, 10, 11, 12
Prerequisite FAME Students ONLY

This course introduces and expands on the style and characteristic elements of modern musical theater. Covers production staging, orchestration, voice and dance; offers an opportunity for team teaching through interdisciplinary collaboration with the chorus, band, art, technology, physical education and dance instructors. Offers opportunity for performance.

TECHNICAL THEATRE I-IV

Grade 9, 10, 11, 12
Prerequisite FAME Students ONLY

Introduces technical considerations of play production; covers properties, lighting and settings, program, box office, marketing, management, make-up and costumes.

THEATRE TECHNOLOGY I-IV

Grade 9, 10, 11, 12
Prerequisite FAME Students ONLY

Emphasizes theater operation, production management, scenic design, and theatrical management including lighting, sound, stage and house management, building and equipment maintenance, and working with performers and patrons of the arts.

THEATRE ARTS LITERATURE I - 52.08100

Introduces the historical development of theater and the literature of varied cultures and historical periods. Includes exploration of theatre text, character analysis, and evaluation of theatre literature from significant people and in response to significant events.

THEATRE ARTS LITERATURE II - 52.08200

Enhances level-one skills and continues to explore the historical development of theater and the literature of varied cultures and historical periods. Includes exploration of theatre text, character analysis, and evaluation of theatre literature from significant people and in response to significant events.

THEATRE MARKETING

This course is designed to provide participants with knowledge, research, exploration, and analysis to enable them to effectively promote dramatic arts in a variety of settings.

NMHS FINE ARTS

VISUAL ARTS

ART HISTORY
Grade 11
Prerequisite FAME Students ONLY

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

VISUAL ARTS/COMPREHENSIVE (VACVII)
VISUAL ARTS/COMP VII
Grade 12
Prerequisite 2 years in the FAME program

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.

VISUAL ARTS/COMPREHENSIVE (VACVIII)
VISUAL ARTS/COMP VIII
Grade 12
Prerequisite 2 years in the FAME program

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.

VISUAL ARTS

VISUAL ARTS/ADVANCED PLACEMENT STUDIO:
2D DESIGN PORTFOLIO
Prerequisite FAME Students ONLY

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.

VISUAL ARTS/ADVANCED PLACEMENT STUDIO:
3D DESIGN PORTFOLIO
Prerequisite FAME Students ONLY

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.

VISUAL ARTS/DRAWING I (VADI)
VISUAL ARTS/DRAWING I
Grade 9, 10, 11, 12
Prerequisite FAME Students ONLY

Explores a variety of drawing techniques and media, emphasizing basic drawing skills and critical analysis skills for responding to master drawings of different historical styles and periods. Examines solutions to drawing problems through student drawings and those of other artists. Covers Western and non-Western cultures.

VISUAL ARTS/DRAWING II (VADII)
VISUAL ARTS/DRAWING II
GRADE 10, 11, 12
Prerequisite FAME Students ONLY

Enhances level-one skills in techniques and provides further exploration of drawing media; reinforces basic drawing skills and critical analysis skills for responding to master drawings of different historical styles and periods. Examines solutions to drawing problems through student drawings and those of other artists.

VISUAL ARTS/DRAWING III (VADIII)
VISUAL ARTS/DRAWING IV (VADIV)
Grade 11, 12
Prerequisite FAME Students ONLY

NMHS FINE ARTS

VISUAL ARTS

VISUAL ARTS PAINTING I

Grade 10, 11, 12
Prerequisite Drawing 1

Introduces drawing and painting techniques and a variety of drawing and painting media. Stresses critical analysis of master paintings and drawings of different styles and historical periods; emphasizes problem-solving techniques to achieve desired results in personal work.

VISUAL ARTS PAINTING II

Grade 10, 11, 12
Prerequisite FAME Students ONLY

Enhances level-one drawing and painting skills and provides opportunities to apply drawing and painting techniques in a variety of media. Stresses critical analysis of master paintings and drawings of different styles and historical periods; emphasizes problem-solving techniques to improve techniques and mastery of materials.

CERAMICS I

Grade 9, 10, 11, 12
Prerequisite FAME Students ONLY

Beginning pottery course exploring hand-building techniques. History of clay and art criticism taught in this course.

CERAMICS II, III, IV

Grade 10, 11, 12
Prerequisite FAME Students ONLY

Advanced pottery course using hand building and wheel throwing techniques to create utilitarian and aesthetic works.

SCULPTURE I

Grade 10, 11, 12
Prerequisite Ceramics 1

Beginning sculpture course that explores three-dimensional media such as wire, clay, plaster, woodcarving, assemblage, etc.

SCULPTURE II

Grade 10, 11, 12
Prerequisite FAME Students ONLY

Advanced sculpture course using three-dimensional media and producing high quality works of art.

PHOTOGRAPHY

PHOTOGRAPHY I

Prerequisite FAME Students ONLY

This is a beginning photography course exploring the history and development of photography, making pinhole cameras, the basic camera types, basics of darkroom processes and film development. Students work to create a portfolio of photos showing competency in basic photographic processes.

PHOTOGRAPHY II

Grade 10, 11, 12
Prerequisite FAME Students ONLY

This class build on skills acquired in Photography I. Digital Photo editing using Photoshop is introduced. The role of photojournalism and documentary photography as well as photo careers are explored. Students explore different camera types and film formats as well as some alternative and historical photo processes. Students work to develop a portfolio of photographic images stressing excellence and personal vision.

PHOTOGRAPHY III, IV

Grade 11, 12
Prerequisite Visual Art I, Photography I, and Photography II

Students work on a somewhat independent basis to assemble a portfolio of high competency and professionalism. Students may weigh the majority of the portfolio toward digital or film based images based on their preference but are expected to be competent in all. The students develop a digital portfolio that can be used in seeking post-secondary opportunities and they do research into cutting edge trends in photography and photojournalism.

AVID ADVANCEMENT VIA INDIVIDUAL DETERMINATION

AVID'S MISSION

AVID's mission is to close the opportunity gap by preparing all students for college readiness and success in a global society.

AVID, Advancement Via Individual Determination, is a college and career readiness instructional system. The AVID elective, offered to middle and high school students, provides a curriculum that is designed to support students through rigorous, college-preparatory courses. WICOR, which stands for Writing, Inquiry, Collaboration, Organization and Reading, is the instructional framework used to ensure all students are prepared for college-level rigor. The AVID elective focuses on Academic Instruction for Student Achievement, Student Support through Collaboration and Tutorials, and College and Career Readiness. AVID is open to all students, but AVID targets students who are in the academic middle. Douglas County School System began the AVID initiative at the start of the 2020-2021 school year. AVID has been at New Manchester High School since 2017.

GOALS OF THE AVID ELECTIVE

- *Accelerate underachieving students who have potential into more rigorous courses*
- *Teach academic and social skills not targeted in other classes*
- *Provide intensive support with in-class tutors and a strong student–teacher relationship*
- *Create a positive peer group for students*
- *Develop a sense of hope and personal achievement through hard work and determination*

AVID ELECTIVE STUDENTS HAVE ACCESS TO…

- *Field Trips to Colleges and Universities*
- *Meaningful Community Service Activities*
- *Mentorship Programs designed to build confidence and social skills*
- *Classes that focus on the study skills needed for high school and beyond*
- *Team Building Activities designed to foster positive collaboration among peers*
- *Structured Tutorials with teachers, college students, and peers*
- *AVID trained teachers who continuously attend professional development workshops that focus on instructional best-practices*

THE OVERALL AVID EFFECT

- *99% of AVID elective students in Georgia graduate high school*
- *95% of AVID elective seniors in Georgia complete four-year college entrance requirements*
- *The average AVID elective student in Georgia has a 3.3 high school GPA*
- *82% of AVID elective seniors plan to attend a post-secondary institution*
- *42% of first generation, low-income AVID college students graduate with a four-year degree within six years, this number is only 11% for non-AVID students*

DCHS IB PROGRAM

The International Baccalaureate Diploma Program (IB) is available only at Douglas County High School. This program is a rigorous, comprehensive program designed for the academically able and highly motivated, self-disciplined student who is successful in all academic areas. Syllabi and examinations incorporate global perspectives. The program is based on the concept that the upper secondary level education should encompass a broad range of subjects accommodating diverse student interests and intentions while adhering to the objectives of a cohesive education. Every student will become proficient in language and mathematics, the two most important tools of communication and analysis. The student will study human behavior and the process of educational inquiry. The IB educational experience will provide the student with a well-rounded, highly academic course of study, emphasizing the development of the total individual.

Participation in the IB Program begins with preparatory IB courses in the 9th grade. The curriculum in the first two years emphasizes higher levels of thinking and critical analysis. Successful completion of the course work and examinations at the junior/senior level may earn college credits and/or advanced placement at colleges and universities around the world.

- *Language A – English*
- *Language B – French or Spanish*
- *Individuals and Societies – History, Economics*
- *Experimental Science – Biology, Chemistry*
- *Mathematics – IB Mathematics Analysis or Applications*
- *6th Subject Option Choice of Economics, a second foreign language, Geography or Design Technology*

IN ADDITION, DIPLOMA CANDIDATES MUST:

- *Complete a Theory of Knowledge course during their junior and senior years.*
- *Write an extended research essay*
- *Fulfill in creative, activity, and service area requirements during their junior and senior years.*

PROGRAM PARTICIPATION REQUIREMENTS

- *Application – fall of 8th grade year*
- *Recommendations from five 8th grade academic teachers*
- *Milestones, Math Placement test, writing sample*
- *Grades while in 6th, 7th, and 8th grades*
- *Interview – held January of 8th grade year*
- *Demonstrate exemplary behavior and school attendance*

Acceptance letters will be sent in February before beginning 9th grade in fall. The decision of the Selection Committee will be final.

DCHS IB PROGRAM

IB ENGLISH

PREPARATORY IB 9TH GRADE BRITISH LITERATURE AND COMPOSITION WITH BRITISH LTERATURE EMPHASIS

Integrates writing, grammar and usage, literature, speaking, listening, and critical thinking skills. Presents the writing process: planning, drafting, revising, editing and proofing; the examines form in personal narratives, and expository papers with emphasis on writing. Includes reading a variety of multicultural literature: short stories, novels, poetry, drama, and nonfiction. Emphasizes oral and written response to literature, distinguishing characteristics of various genres, literary elements, and vocabulary study. Summer reading assignments are mandatory.

PREPARATORY IB 10TH GRADE AMERICAN LITERATURE AND COMPOSITION

Offers opportunities to improve reading, writing, speaking/ listening, and critical thinking skills through the study of American literature. Includes a variety of literary genres and multicultural writers in a chronological or thematic pattern. Emphasizes developing control in expository writing (thesis support), moving toward precision in personal narrative, descriptive, and persuasive writing. Refines research skills. Integrates grammar, mechanics, and usage into the writing process. Emphasizes oral and written response to literature, distinguishing characteristics of various genres, literary elements, and vocabulary study. Summer reading assignments are mandatory.

IB 11TH AND 12TH LITERATURE (2 YEAR COURSE)

Through the study of a wide range of literature, this course encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading through three primary areas of exploration: Readers, Writers, and Texts, Time and Space, and Intertextuality. Works are studied in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches. The study of works in translation is especially important in introducing students, through literature, to other cultural perspectives. The response to the study of literature is through oral and written communication, thus enabling students to develop and refine their command of language. *Summer reading assignments are mandatory.*

IB MATHEMATICS

PREPARATORY IB 9TH GRADE ALGEBRA I

This is the first in a sequence of mathematics courses designed to prepare students to take IB Mathematics: Application and Interpretation, Standard Level or IB Mathematics: Analysis and Approaches, Standard Level. It includes linear functions, systems of linear equations and inequalities, exponential functions, characteristics/ transformations of linear/ exponential functions statistical analysis including regression, geometrical transformations, and select geometrical concepts on the coordinate plane. Topics are represented in multiple ways, such as concrete/pictorial, verbal/written, numeric/ data-based, graphical, and symbolic methods. Concepts are introduced and used, where appropriate, in the context of real-world applications. Focus is placed on students being able to analyze and apply concepts to open ended questions.

IB MATHEMATICS: ANALYSIS AND APPROACHES SL

This is a comprehensive two-year course that allows students to fulfill the requirements of various national education systems. IB Math Analysis SL consists of the study of 5 core topics: Number and Algebra, Functions, Geometry and Trigonometry, Statistics and Probability, and Calculus. Students who enroll in this course should be comfortable in the manipulation of algebraic expressions and enjoy the recognition of patterns and understand the mathematical generalization of these patterns. This course includes topics from functions, trigonometry and calculus that are traditionally part of a pre-university mathematics course.

IB MATHEMATICS: APPLICATIONS AND INTERPRETATION SL

This is a comprehensive two-year course that allows students to fulfill the requirements of various national education systems. IB Math Analysis SL consists of the study of 5 core topics: Number and Algebra, Functions, Geometry and Trigonometry, Statistics and Probability, and Calculus. Students who enroll in this course should be comfortable exploring and constructing mathematical models as it includes extensive use of technology to justify conjectures. This course includes topics from calculus and statistics that are traditionally part of a pre-university mathematics course.

DCHS IB PROGRAM

IB MATHEMATICS

PREPARATORY IB 9TH GRADE/10TH GRADE GEOMETRY

This is the second in a sequence of mathematics courses designed to prepare students to take IB Mathematics: Application and Interpretation, Standard Level or IB Mathematics: Analysis and Approaches, Standard Level. It includes transformations, right triangle trigonometry, circles, three-dimensional figures as well as coordinate algebra and probability. Topics are represented in multiple ways such as concrete/pictorial, verbal/written, numeric/data-based, graphical and symbolic methods. Concepts are introduced and used, where appropriate, in context of real-world applications. Focus is placed on students being able to analyze and apply concepts to open ended questions.

PREPARATORY IB ALGEBRA 2

This is the third in a sequence of mathematics courses designed to prepare students to take IB Mathematics: Analysis and Approaches, Standard Level and other advanced math electives. It includes further study of quadratic and exponential functions and an exploration of polynomial, radical, rational, and logarithmic functions. Topics are represented in multiple ways such as concrete/pictorial, verbal/written, numeric/data-based, graphical and symbolic methods. Concepts are introduced and used, where appropriate, in context of real-world applications. Focus is placed on students being able to analyze and apply concepts to open ended questions.

IB SCIENCE

PREPARATORY IB 9TH GRADE BIOLOGY

This course explores 5 main areas of biology. They include cell structure and function. Plus the passage of biological traits from generation to generation. The relationship between single-celled and multi-celled organisms and the increasing complexity of systems. The interdependence of organisms and the flow of energy and matter within their ecosystems. Evaluation of the role of natural selection in the development of the theory of evolution. In addition, students will continue to develop the skills needed to succeed in upper level IB Science courses, with emphasis on how to produce the various elements of an individual laboratory experiment.

PREPARATORY IB 10TH GRADE PHYSICS

Students in this course will learn basic concepts about matter and energy with emphasis on higher-order thinking skills. They will use appropriate scientific processes and investigative techniques to explore both matter, energy and the laws governing relationships of these in the universe. The objectives are differentiated to allow for more interdisciplinary topics and greater amounts of independent study. Areas covered include, but are not limited to: measurement, mechanics, properties of matter, waves, electricity and magnetism, and atomic and nuclear physics.

PREPARATORY IB 10TH GRADE CHEMISTRY

The student will learn facts, formulas, and principles necessary to the essential understanding of the field of chemistry such as atomic structure, periodicity and bonding, nomenclature, compounds and chemical reactions, pH and solutions, characteristics of states of matter, chemical dynamics and equilibrium. Preparatory IB Chemistry will develop critical thinking and problem solving skills with emphasis on how to produce the various elements of an individual laboratory experiment.

DCHS IB PROGRAM

IB SCIENCE

IB BIOLOGY SL/HL

IB Biology will enable students to understand, apply and use scientific facts, concepts, and techniques, and present information using scientific terminology. Students will be able to construct, analyze, and evaluate hypotheses, research questions, and predictions. Primary focus will be to comprehend, appreciate, and put into context environmental issues, technological issues, and scientific ethics. Areas covered include, but are not limited to: genetics, ecology, health and physiology, applied plant and animal science, nucleic acids and proteins, cell respiration and photosynthesis. IB Biology is differentiated for accelerated learners through the rate and depth of coverage and the focus of the instructional modes. Emphasis is placed upon learner-centered investigations involving problem-solving, argumentation, real-world application, and critical thinking about issues of significance on personal, community, state, national, and global levels.

IB CHEMISTRY SL

IB Chemistry is a comprehensive and rigorous curriculum designed to focus on creativity, application, investigation, and communication. Students will be able to construct, analyze, and evaluate hypotheses, research questions, and predictions. Through this two year course atomic structure, light, periodic table trends, bonding, stoichiometry, energetics, kinetics, equilibrium, acid and base solutions, redox reaction, and organic topics will be studied. An additional option will be explored and is chosen from materials chemistry, human biochemistry, energy, or medicinal chemistry. The students will become critically aware, as global citizens, of the ethical implications of using science and technology. The learners will also develop an appreciation of the possibilities and limitations of science and technology, and develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

IB SCIENCE

IB DESIGN TECHNOLOGY

DP Design Technology aims to develop internationally-minded people whose enhanced understanding of design and the technological world can facilitate our shared guardianship of the planet and create a better world. It focuses on analysis, design development, synthesis and evaluation. The creative tension between theory and practice is what characterizes design technology within the DP sciences subject group. Inquiry and problem-solving are at the heart of the subject. DP design technology requires the use of the DP design cycle as a tool, which provides the methodology used to structure the inquiry and analysis of problems, the development of feasible solutions, and the testing and evaluation of the solution. In Diploma Program design technology, a solution can be defined as a model, prototype, product or system that students have developed independently. DP design technology achieves a high level of design literacy by enabling students to develop critical-thinking and design skills, which they can apply in a practical context. While designing may take various forms, it will involve the selective application of knowledge within an ethical framework. A well-planned design program enables students to develop not only practical skills but also strategies for creative and critical thinking. Both science and technology have a fundamental relationship with design. Technology preceded science, but now most technological developments are based on scientific understanding. Traditional technology comprised useful artifacts often with little understanding of the science underpinning their production and use. In contrast, modern technology involves the application of scientific discoveries to produce useful artifacts. The application of scientific discovery to solve a problem enables designers to create new technologies and these new technologies, in turn, can impact on the rate of scientific discovery. The aim of the DP design technology course is to foster the skill development in students required to use new and existing technologies to create new products, services and systems.

DCHS IB PROGRAM

IB SOCIAL STUDIES

PREPARATORY IB 9TH GRADE ECONOMICS

Preparatory economics focuses on the American economic system; covers fundamental economic concepts, personal finance, microeconomics, macroeconomics, and international economic interdependence. This course stresses the ability to analyze critically and to make decisions concerning public issues.

PREPARATORY IB 9TH GRADE AMERICAN GOVERNMENT

Preparatory economics focuses on basic concepts and principles of the American political system. This course covers the structure and function of the American system of government, the roles and responsibilities of citizen participation in the political process, and the relationship of the individual to the law and legal system. Students examine and critically analyze public issues.

10TH GRADE PREPARATORY IB US HISTORY

This course investigates the period of U.S. history from Colonial America to the present. Stress is placed on building critical reading and comprehension skills, thinking and writing skills, and note-taking and outline strategies. Students will also begin to examine and evaluate primary source and secondary source material as well as political-cartoons using the O.P.C.V.L., format (Origin, Purpose, Content, Value, and Limitations) which will be carried over into further social science courses. Students will be introduced to the six key concepts of IB history: causes, consequence, change, continuity, significance, and perspective while examining required U.S. history curriculum.

11TH GRADE IB WORLD HISTORY

IB World History is a course based on a comparative approach to history. It examines the social, political, intellectual, and cultural elements from selected topics that range from the medieval to the modern world and compares societies across time and space. The key elements of study are causation and consequence, change versus continuity, significance, as well as approaching historical analysis from various perspectives. The course emphasizes the importance of encouraging students to think historically and to develop historical skills while gaining factual knowledge. Critical thinking and analytical skills are forefront in developing an understanding of multiple interpretations of the past. In this, the course involves a challenging and demanding critical approach to the study of history. The course is part of a two-year curriculum that continues to build in the senior year.

IB SOCIAL STUDIES

12TH GRADE IB HISTORY - IN DEPTH REGIONAL STUDY

The in-depth regional study explores social, cultural, political, economic, and intellectual histories from a specific region of the world in order to develop greater depth of knowledge and use that knowledge to inform analysis and historical interpretation. Selected topics are from Medieval, Early Modern, and/or Modern time periods and are geographically focused to one particular region of the world in order to explore detailed histories. Example topics include Medieval monarchies, the Renaissance, the Reformation, Native American cultures during Colonization, the French Revolution, and post-war Society. The key concepts of causes and consequences, change versus continuity, and significance are explored together from various perspectives. The course puts a premium on historical skills of analysis, evaluation, critical thinking, and the creation of historical argument built on detailed factual knowledge. Students will learn to discuss, present, and write in depth about the histories in which they study.

IB ECONOMICS SL/HL

The IB Diploma Programme Economics course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. These economic theories are not to be studied in a vacuum—rather, they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability. The ethical dimensions involved in the application of economic theories and policies permeate throughout the economics course as students are required to consider and reflect on human end-goals and values. The economics course encourages students to develop international perspectives, fosters a concern for global issues, and raises students' awareness of their own responsibilities at a local, national, and international level. The course also seeks to develop values and attitudes that will enable students to achieve a degree of personal commitment in trying to resolve these issues, and appreciating our shared responsibility as citizens of an increasingly interdependent world.

DCHS IB PROGRAM

IB WORLD LANGUAGE

FRENCH I/PIB FRENCH II COHORT

First semester students meet daily and meet all expectations for first year world language.

Second semester students continue to meet daily. This course builds on and expands the skills students acquired in French I class. Students communicate in more detail about a broader range of topics and can ask about, narrate and discuss past, present, and future events and plans. Vocabulary is emphasized as students become familiar with specific situations encountered in the target culture.

PREPARATORY IB FRENCH II

This course builds on and expands the skills students acquired in French I class. Students communicate in more detail about a broader range of topics and can ask about, narrate and discuss past, present, and future events and plans. Vocabulary is emphasized as students become familiar with specific situations encountered in the target culture.

PREPARATORY IB FRENCH III

This course extends the skills and content taught in Prep IB French II in order to participate in more complicated situations, to communicate in extended conversations, to respond to authentic print, audio, and visual media, to react to current events and cultural patterns, and to develop organized composition and reporting skills in French. Emphasizes the students' ability to understand spoken French in various contexts and develop a vocabulary ample for reading a variety of writings, and further develops students' ability to express themselves with reasonable fluency and accuracy in both written and spoken French.

IB FRENCH SL/HL

This course develops students' proficiency in using oral and written language to inquire, narrate, and describe in a variety of tenses and situations. Students summarize and respond to authentic materials and media in the target language. Students read and discuss appropriate literary selections and use oral and written skills to respond to the visual art, music, and drama of the target cultures. Students use extended vocabulary to react to current events and issues present in the target cultures.

IB WORLD LANGUAGE

SPANISH I/PIB SPANISH II COHORT

First semester students meet daily and meet all expectations for first year world language.

Second semester students continue to meet daily. This course builds on and expands the skills students acquired in Spanish I class. Students communicate in more detail about a broader range of topics and can ask about, narrate and discuss past, present, and future events and plans. Vocabulary is emphasized as students become familiar with specific situations encountered in the target culture.

PREPARATORY IB SPANISH II

This course builds on and expands the skills students acquired in Spanish I class. Students communicate in more detail about a broader range of topics and can ask about, narrate and discuss past, present, and future events and plans. Vocabulary is emphasized as students become familiar with specific situations encountered in the target culture.

PREPARATORY IB SPANISH III

This course extends the skills and content taught in Prep IB Spanish II in order to participate in more complicated situations, to communicate in extended conversations, to respond to authentic print, audio, and visual media, to react to current events and cultural patterns, and to develop organized composition and reporting skills in Spanish. Emphasizes the students' ability to understand spoken Spanish in various contexts and develop a vocabulary ample for reading a variety of writings, and further develops the students' ability to express themselves with reasonable fluency and accuracy in both written and spoken Spanish.

IB SPANISH SL/HL

This course develops students' proficiency in using oral and written language to inquire, narrate, and describe in a variety of tenses and situations. Students summarize and respond to authentic materials and media in the target language. Students read and discuss appropriate literary selections and use oral and written skills to respond to the visual art, music, and drama of the target cultures. Students use extended vocabulary to react to current events and issues present in the target cultures.

DCHS IB PROGRAM

IB THEORY OF KNOWLEDGE

IB TOK

A critical component of the IB Program, the TOK course integrates knowledge that students acquire in the curricular areas and includes reflection of acquired knowledge to distinguish the subjective from the objective, the particular from the universal and opinion from scientific knowledge. Students will develop an understanding of the diverse ways of knowing and to consider the role knowledge plays in a global society. Internationalism is central and students will be challenged to question the human nature of knowledge and experience in terms of prejudice, certainty, relativism, and skepticism as they become critical thinkers.

LSHS STEM MAGNET PROGRAM

The Science Technology Engineering and Mathematics (STEM) Academy at LSHS was established to provide a challenging learning environment that is a model of innovation and excellence, which maximizes individual potential and ensures students are well-equipped to meet the challenges in the world around them. This program is for academically advanced students who thrive in an environment of rigorous inquiry, interdisciplinary study, and technology-driven instruction. The student's course of study in either biomedical science, computer science, or engineering is enriched by service learning projects, academic competitions, and internships.

Through continual hands-on labs and activities, STEM students have the opportunity to become proficient on an astonishing array of technology uncommonly found in high schools, including a Stratasys Uprint 3D Printer, Sprit LS Laser Cutter/Engraver, CNC Lathe, and a CNC Mill. They are introduced to robotics through both VEX and Lynx Motion, and have access to a variety of precision software and interfaces, such as Autodesk Inventor, Computer Aided Design (CAD), PASCO, and Vernier, utilized in research universities and designed to emulate the work of industry professionals. Finally, the science department is equipped with all standard technology, in addition to a Biosafety cabinet and fume hood, centrifuges, Nanospectrometer (for proteins and DNA analysis), Autoclave, Incubator, gel electrophoresis apparatus, Evotec equipment (PCR) Polymerase Chain Reaction, and a variety of PASCO probeware, temperature software, sensors and interfaces.

The STEM program at LSHS utilizes Project Lead the Way's (PLTW) specialized curriculum as well as the College Board's Advanced Placement (AP®) courses to provide students a curriculum that is both rigorous and designed to enhance their STEM endeavors. Successful completion of the course work and examinations at all levels may earn college credits, advanced placement, preferred admission, and/or scholarships at colleges and universities around the world.

PROGRAM PATHWAYS

- Biomedical Science
- Computer Science and Cybersecurity
- Engineering

IN ADDITION TO THE GEORGIA GRADUATION REQUIREMENTS, DIPLOMA CANDIDATES MUST

- Receive credit for four advanced level English courses.
- Receive credit for five advanced Mathematics courses.
- Receive credit for three advanced Science courses, beyond STEM pathway course requirements.
- Receive credit for one AP Science and earn a B or better on AP exam.
- Earn an average passing score on al PLTW End of Course exams
- For STEAM earn three credits in at least one fine arts area
- Receive two foreign language credits.
- Complete 100 hours of community service by April of their senior year.
- Participate in a 60 internship or educational experience.
- Compete in a minimum of two academic competitions per year, including the Science and Engineering Fair.
- Satisfactorily complete a senior capstone presentation.
- Maintain a 3.0 GPA.
- Have no failing grades on transcript.

CONSIDERATIONS FOR PROGRAM PARTICIPATION

- Online application – fall of 8th grade year
- Online recommendations from all core academic 8th grade teachers
- Milestone Scores
- Grades while in 6th, 7th, & 8th grades
- Discipline and Attendance Records
- Interview – held in January of 8th grade year

PROGRAM CERTIFICATIONS

- Georgia Department of Education
- NISE
- AdvancedEd

www.lshsstem.com

LSHS STEM MAGNET PROGRAM

STEM BIOMEDICAL SCIENCE

PLTW PRINCIPLES OF BIOMEDICAL SCIENCE
Honors Forensic Science

This Project Lead the Way (PLTW) course introduces biomedical science through exciting hands-on projects and problems. Students investigate concepts of biology and medicine as they explore a variety of health conditions. The activities and projects in PBS introduce students to human physiology, basic biology, medicine, and research processes and allow students to design experiments to solve problems. Key biological concepts, including maintenance of homeostasis in the body, metabolism, inheritance of traits, and defense against disease are embedded in the curriculum. This course is designed to provide an overview of all the courses in the biomedical science program and lay the scientific foundation for subsequent courses. Students practice problem solving with structured activities and progress to open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills.

PLTW HUMAN BODY SYSTEMS (2 CREDITS)
Honors Anatomy and Physiology & Essentials of Healthcare Science

In this Project Lead the Way (PLTW) course, students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases, and often play the role of biomedical professionals to solve medical mysteries. Students practice problem solving with structured activities and progress to open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills.

PLTW MEDICAL INTERVENTIONS
Honors Epidemiology

Project Lead the Way's (PLTW) Medical Interventions (MI) allows students to investigate the variety of interventions involved in the prevention, diagnosis, and treatment of disease as they follow the lives of a fictitious family. A "How-- To" manual for maintaining overall health and homeostasis in the body, the course will explore how to prevent and fight infection, how to screen and evaluate the code in our DNA, how to prevent, diagnose, and treat cancer, and how to prevail when the organs of the body begin to fail. Through these scenarios

STEM BIOMEDICAL SCIENCE

students will be exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. Each family case scenario will introduce multiple types of interventions, reinforce concepts learned in the previous two courses, and present new content. Interventions may range from simple diagnostic tests to treatment of complex diseases and disorders. These interventions will be showcased across the generations of the family and will provide a look at the past, present, and future of biomedical science. Lifestyle choices and preventive measures are emphasized throughout the course as well as the important role that scientific thinking and engineering design play in the development of interventions of the future.

PLTW BIOMEDICAL INNOVATIONS
Honors Scientific Research

In this Project Lead the Way (PLTW) capstone course, students apply their knowledge and skills to answer questions or solve problems related to the biomedical sciences. Students design innovative solutions for the health challenges of the 21st century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. They have the opportunity to work on an independent project and may work with a mentor or advisor from a university, hospital, physician's office, or industry. Throughout the course, students are expected to present their work to an adult audience that may include representatives from the local business and healthcare community. In the Biomedical Innovation course, students will be asked to apply what they have learned in the previous three courses to solve unique problems in science, medicine, and healthcare. Students will work systematically through required problems before completing optional directed problems or independent work. Each problem is staged as a mission – a unique set of tasks the students must work through to achieve their desired objective. Students are presented with each problem in a Mission File – a document that includes a case brief, a list of completion tasks, links to available resources, as well as a reflection section. Working through the missions not only exposes students to current issues in biomedical science, but it also provides skills-based instruction in research and experimentation – tools students will use to design innovative solutions to real-world problems. Students will use what they learn in these missions as they develop and implement their independent project at the end of the year. A teacher may use additional resources in the community – the guidance of other teachers in the school, the advice of scientists or biomedical professionals, or the knowledge presented in scientific literature to help students achieve each goal.

LSHS STEM MAGNET PROGRAM

STEM COMPUTER SCIENCE

PLTW COMPUTER SCIENCE ESSENTIALS
Introduction to Software

While this Project Lead the Way (PLTW) course is an excellent entry point for new high school computer science (CS) learners, students who have prior CS experiences will also find ample opportunity to expand upon those experiences. All students who take CS Essentials will have many opportunities for creative expression and exploration in topics of personal interest, whether it be through app development, web design, or connecting computing with the physical world. CS Essentials introduces students to coding fundamentals through an approachable, block-based programming language where they will have early success in creating usable apps. As students sharpen their computational thinking skills, they will transition to programming environments that reinforce coding fundamentals by displaying block programming and text based programming side-by-side. Finally, students will learn the power of text-based programming as they are introduced to the Python® programming language. This course engages students in computational thinking practices and collaboration strategies, as well as industry standard tools authentic to how computer science professionals work. Students will learn about professional opportunities in computer science and how computing can be an integral part of all careers today.

PLTW COMPUTER SCIENCE PRINCIPLES
AP Computer Science Principles

This Project Lead the Way (PLTW) course is an implementation of the College Board's new AP CS Principles framework. Students work in teams to develop computational thinking and solve problems through content that is rigorous, fresh, and exciting. The course does not aim to teach mastery of a single programming language but aims instead to develop computational thinking, to generate excitement about the field of computing, and to introduce computational tools that foster creativity. The course also aims to build students' awareness of the tremendous demand for computer specialists and for professionals in all fields who have computational skills. Each unit focuses on one or more computationally intensive career paths. The course also aims to engage students to consider issues raised by the present and future societal impact of computing. Students practice problem solving with structured activities and progress to open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. Problems aim for ground-level entry with no ceiling so that all students can successfully engage the problems. Students with greater motivation, ability, or background knowledge will be challenged to work further.

STEM COMPUTER SCIENCE

PLTW COMPUTER SCIENCE A
AP Computer Science A

This Project Lead the Way (PLTW) course aligns with the College Board's CS A framework. CSA builds on the basic skills learned in PLTW Computer Science Principles (CSP) to teach students Java and authentic AndroidTM app development. Students in this course continue to hone their communication and collaboration skills while learning to use a variety of tools. The primary goal of the course is to create independent-thinking app developers: every unit in this course builds on students' prior knowledge and skills until they are able to complete an app development cycle independently from the ground up. This course is designed to be readily adaptable to student interests and community assets. Individual teachers are encouraged to modify the course content so that it feels as authentic and meaningful within the local context as possible. This course aims to fully develop Object Oriented Programming (OOP) skills that were introduced in CSP and will require consummate engagement with the material for success. As such, augmenting content to keep it fresh and exciting is a priority.

PLTW CYBERSECURITY (2 CREDITS)
Introduction to Cybersecurity & Advanced Cybersecurity
Available Fall 2019

This Project Lead the Way (PLTW) course introduces the tools and concepts of cybersecurity and encourages students to create solutions that allow people to share computing resources while protecting privacy. Nationally, computational resources are vulnerable and frequently attacked; in Cybersecurity, students solve problems by understanding and closing these vulnerabilities. This course raises students' knowledge of and commitment to ethical computing behavior. It also aims to develop students' skills as consumers, friends, citizens, and employees who can effectively contribute to communities with a dependable cyber-infrastructure that moves and processes information safely. Completion of this two-credit course will afford students the opportunity to complete a second CTAE CS pathway.

LSHS STEM MAGNET PROGRAM

STEM ENGINEERING

PLTW INTRODUCTION TO ENGINEERING DESIGN
Foundations of Engineering and Technology

Introduction to Engineering Design (IED) is a high school level foundation course in the PLTW Engineering Program. In IED students are introduced to the engineering profession and a common approach to the solution of engineering problems, an engineering design process. Utilizing the activity project-problem-based (APB) teaching and learning pedagogy, students will progress from completing structured activities to solving open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. Through both individual and collaborative team activities, projects, and problems, students will solve problems as they practice common engineering design and development protocols such as project management and peer review. Students will develop skill in technical representation and documentation of design solutions according to accepted technical standards, and they will use current 3D design and modeling software to represent and communicate solutions. In addition, the development of computational methods that are commonly used in engineering problem solving, including statistical analysis and mathematical modeling, are emphasized. Ethical issues related to professional practice and product development are also presented.

PLTW PRINCIPLES OF ENGINEERING
Engineering Concepts

This second year Project Lead the Way (PLTW) course is a foundation course of the high school engineering pathway. This survey course exposes students to some of the major concepts that they will encounter in a postsecondary engineering course of study. Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of materials and structures, automation, and kinematics. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology. Students have the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based (APB) learning. By solving rigorous and relevant design problems using engineering and science concepts within a collaborative learning environment, APB learning challenges students to continually hone their interpersonal skills, creative abilities, and problem solving skills. Students will also learn how to document their work and communicate their solutions to their peers and members of the professional community. It also allows students to develop strategies to enable and direct their own learning, which is the ultimate goal of education.

STEM ENGINEERING

PLTW COMPUTER INTEGRATED MANUFACTURING
Engineering Applications

Manufactured items are part of everyday life, yet few people understand the excitement and innovation that is used to transform ideas into products. This Project Lead the Way (PLTW) course provides an opportunity for students to recognize many of the exciting career opportunities in the manufacturing industry. CIM is one of the specialization courses in the PLTW Engineering program. The course deepens the skills and knowledge of an engineering student within the context of efficiently creating the products all around us. Students build upon their Computer Aided Design (CAD) experience through the use of Computer Aided Manufacturing (CAM) software. CAM transforms a digital design into a program that a Computer Numerical Controlled (CNC) mill uses to transform a block of raw material into a product designed by a student. Students learn and apply concepts related to integrating robotic systems such as Automated Guided Vehicles (AGV) and robotic arms into manufacturing systems. Throughout the course, students learn about manufacturing processes and systems. This course culminates with a capstone project where students design, build, program, and present a manufacturing system model capable of creating a product.

PLTW ENGINEERING DESIGN AND DEVELOPMENT
Advanced Physics and Robotics (Counts as a Science Credit)

Engineering Design and Development (EDD) is the capstone course in the Project Lead the Way (PLTW) high school engineering program. It is an open-ended engineering research course in which students work in teams to design and develop an original solution to a well-defined and justified open-ended problem by applying an engineering design process. Students will perform research to select, define, and justify a problem. After carefully defining the design requirements and creating multiple solution approaches, teams of students select an approach, create, and test their solution prototype. Student teams will present and defend their original solution to an outside panel. While progressing through the engineering design process, students will work closely with experts and will continually hone their organizational, communication and interpersonal skills, their creative and problem solving abilities, and their understanding of the design process.