



Henry County Schools

High School

Advisement Guide and Course Descriptions 2012-2013

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33 North Zack Hinton Parkway • McDonough, Georgia 30253
770-957-6601 • www.henry.k12.ga.us



HENRY COUNTY HIGH SCHOOLS & PRINCIPALS
33 N. Zack Hinton Parkway, McDonough, GA 30253
Phone: (770) 957-6601

Dutchtown High – Ms. Dwala Nobles, Principal
149 Mitchell Road, Hampton, GA 30228
Phone: 770-515-7510; Fax: 770-515-7518
email: Dwala.Nobles@henry.k12.ga.us
Website: <http://www.henry.k12.ga.us/dh/>

Patrick Henry High North (Alt.)
– Mr. George Eckerle, Principal
109 Lee Street, Stockbridge, GA 30281
Phone: 770-507-6414; Fax: 770-507-6259
email: George.Eckerle@henry.k12.ga.us
Website: <http://www.henry.k12.ga.us/phhn/>

Eagle’s Landing High – Mr. Gabriel Cerie, Principal
301 Tunis Road, McDonough, GA 30253
Phone: 770-954-9515; Fax: 770-914-9789
email: Gabriel.Cerie@henry.k12.ga.us
Website: <http://www.henry.k12.ga.us/elh/>

Patrick Henry High South (Alt.)
– Mr. George Eckerle, Principal
354 N. Ola Road, McDonough, GA 30252
Phone: 678-432-2310; Fax: 678-432-3190
email: George.Eckerle@henry.k12.ga.us
Website: <http://www.henry.k12.ga.us/phhs/>

Henry County High - Mr. Scott John, Principal
401 East Tomlinson Street, McDonough, GA 30253
Phone: 770-957-3943; Fax: 770-957-0368
email: Scott.John@henry.k12.ga.us
Website: <http://www.henry.k12.ga.us/hch/>

Stockbridge High – Mr. Eric Watson, Principal
1151 Old Conyers Road, Stockbridge, GA 30281
Phone: 770-474-8747; Fax: 770-474-4727
email: Eric.Watson@henry.k12.ga.us
Website: <http://www.henry.k12.ga.us/sh/>

Luella High – Mr. Jerry Smith, Principal
603 Walker Drive, Locust Grove, GA 30248
Phone: 770-898-9822; Fax: 770-898-9625
email: Jerry.Smith@henry.k12.ga.us
Website: <http://www.henry.k12.ga.us/lhs/>

Union Grove High - Mr. Tom Smith, Principal
120 East Lake Road, McDonough, GA 30252
Phone: 678-583-8502; Fax: 678-583-8850
email: Tom.Smith@henry.k12.ga.us
Website: <http://www.henry.k12.ga.us/ugh/>

Ola High – Mr. Ross Iddings, Principal
357 North Ola Road, McDonough, GA 30252
Phone: 770-288-3222; Fax: 770-288-3230
email: Ross.Iddings@henry.k12.ga.us
Website: <http://www.henry.k12.ga.us/ohs/>

Woodland High – Mr. Bret Cook, Principal
800 N. Moseley Road, Stockbridge, GA 30281
Phone: 770-389-2784, Fax: 770-389-2790
Email: Bret.Cook@henry.k12.ga.us
Website: <http://www.henry.k12.ga.us/whs/>

Locust Grove High – Ms. Robyn Mullis, Principal
3275 South Ola Road, Locust Grove, GA 30248
Phone: 770-898-1452; Fax: 770-898-7076
Email: Robyn.Mullis@henry.k12.ga.us
Website: <http://www.henry.k12.ga.us/lghs/>

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INTRODUCTION

Henry County Schools High School Advisement Guide is designed to provide comprehensive information for student planning. This guide may be used by students, counselors, administrators, teachers, and parents/guardians as students prepare for the following post-high school experiences:

- * Apprenticeship
- * Career Training School
- * College and University
- * Full Time Employment
- * Military Service
- * Technical College

Planning is essential for one’s life choices to be rewarding. Since the high school years can provide the foundation and tools for building a future, students need definite goals in mind as they make choices. This guide outlines graduation requirements specified by the Georgia Department of Education and Henry County Public Schools and provides information regarding high school curriculum choices and postsecondary planning. Parents/guardians and students are encouraged to use this information while working closely with school personnel to plan a four-year program and to develop postsecondary goals.

Long-range planning does not mean that choices are permanent. As future goals change and are refined, the high school program may be adjusted. It is important that students plan courses of study to leave open as many options as possible and allow the flexibility for change. A quality education is more important than ever in a highly competitive and technological society.

BEGINNING HIGH SCHOOL

Because of the importance of decisions made very early in the student’s course of study to complete requirements for a high school diploma, students need to become thoroughly familiar with the high school curriculum and graduation requirements. The school counselor can help in mapping long-range plans for the entire four years as well as yearly scheduling.

The High School Diploma

To ensure that Georgia’s students graduate college and work ready the State Board of Education has taken the bold step of adopting rigorous new graduation requirements for all students. The state’s new “Graduation Rule” went into effect for incoming ninth-graders in 2008.

The new requirements were originally drafted by a “graduation rule committee” comprised of representatives from local school districts, the Georgia Department of Education, the University System of Georgia and the Department of Technical and Adult Education, as well as

members of the business community. Numerous sessions were held around the state and feedback was used to make revisions throughout the process.

The new rule establishes the state’s minimum academic requirements for earning a high school diploma. Local systems may enact additional requirements that go above and beyond the requirements in the state rule.

A hallmark of the new rule is the elimination of tiered diploma requirements. Under the tiered rule there were different expectations for different groups of students, depending on whether they were going to college or into the work world. The new rule has one common set of requirements for all students and specifies certain courses that all students must take, making rigorous content an expectation for all, not just some. The elimination of the tiers also helps to blur the lines that separated “college prep” from “career tech.” Under the new rule, more students will have an opportunity to see the choices that are available, not just in academic or career-oriented courses but also in Advanced Placement, dual enrollment, joint enrollment, and classes for industry certification. More students should be able to take a variety of courses based on their areas of interest.

Requirements in the new graduation rule are aligned with the Georgia Performance Standards (GPS) and/or the Common Core Georgia Performance Standards for math, science, social studies and English language arts. Electives provide multiple opportunities for students to continue taking advanced coursework, academic support classes, or special interest courses, depending on the individual’s needs and goals. More students with disabilities will have the opportunity to earn a regular education diploma, thus enabling them to be employed or go on to postsecondary education.

The new graduation requirements, along with new state curriculum standards and assessments, will help ensure that more students finish school ready to thrive in the new knowledge-based, high-tech 21st century economy.

COURSE REQUIREMENT CHART

Since the tiered diploma options are no longer included in the graduation requirements, all students are expected to complete a common set of requirements to earn a regular diploma. The following units are required under the new graduation rule.

AREAS OF STUDY

	<u>Units Required</u>
(I) English/Language Arts*	<u>4</u>
(II) Mathematics*	<u>4</u>
(III) Science*	<u>4</u>
(IV) Social Studies*	<u>3</u>
(V) CTAE and/or Modern Language/Latin and/or Fine Arts	<u>3</u>
(VI) Health and Physical Education*	<u>1</u>
(VII) Electives	<u>4</u>
TOTAL UNITS (MINIMUM)	<u>23</u>

*Required Courses and/or Core Courses

Approved Career Course to satisfy fourth year science requirement (by the Board of Regents)

Agriscience

- Plant Science and Biotechnology
- Animal Science and Biotechnology

Plant Science/Horticulture

- General Horticulture and Plant Science

Family and Consumer Science

- Food and Nutrition Through the Lifespan
- Food Science

Students who enroll from another state must meet Georgia graduation requirements and the Georgia assessment requirements for the graduation class they enter.

STUDENT ADVISEMENT PROGRAM

One of the primary goals of Henry County Schools is to prepare students for successful entry into the job market, the armed services, or postsecondary schools. The Henry County Student Advisement Program is designed to assist students in developing the skills needed to make wise decisions that enable them to take full advantage of the well-balanced curriculum offered in our secondary schools. Through the presentation of current information concerning career selection, graduation requirements, and course offerings during both individual and group advisement sessions, the professional educator becomes the mentor to the student. The following procedures are utilized in Henry County Schools to facilitate this process:

- During the 8th grade year, students and their parents/guardians and advisor/counselor will develop an individual graduation plan to be revised annually as prescribed by HB186.
- Annual advisement sessions are provided for the student and his or her parent(s)/guardian(s) in order to review progress and offer alternatives in meeting graduation requirements and career objectives and to assist in selecting high school courses for the following year. Sessions may be conducted individually or in groups as deemed appropriate by local school personnel.

SELECTING COURSES

One of the most important responsibilities for a student is to choose appropriate courses. Consideration should be given to prerequisites, teacher recommendations, and the need for a variety of programs. Counselors have a master list of all courses offered and can help students and parents/guardians with questions regarding course selection. High school course descriptions may be found in this guide beginning on page 32.

CHOOSING ELECTIVES

In addition to the required courses that must successfully be completed to graduate from high school, students may choose from a large number of electives to complete their education. It is recommended that students select elective courses that are related to their chosen career goals. Students may choose elective courses from areas of career interest and additional academic electives in mathematics, science, social studies, fine arts and foreign languages.

Career/Technology pathways are available in areas such as JROTC, business and computer science, family and consumer

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science, engineering, agriscience, healthcare science, broadcast video production, culinary arts, cosmetology, public safety, early childhood education, and marketing education. Students are encouraged to complete three courses in a selected pathway.

Students who wish to select electives emphasizing fine arts will find a variety available to them. Selections may include band, orchestra, chorus, drawing, theater, and visual arts, as well as other music and art courses. Because of possible scheduling conflicts, long-range planning is critical. Counselors in each high school are well-informed concerning graduation requirements and can show students how to schedule elective courses that will enhance preparation for college and future careers.

GRADE REPORTS

Semester grade reports are issued at the end of the first and second semesters. The final grade report is mailed to the student’s residence at the end of each school year. Midterm progress reports are distributed during mid semester. All reports contain numerical grades and attendance. Credits toward graduation are recorded on the grade reports at the end of each semester. The minimum passing score for all courses is 70. The letter grade equivalents for numerical grades are as follows: 90 – 100 = A; 80 – 89 = B; 74 – 79 = C; 70 – 73 = D; Below 70 = F.

RANK IN CLASS, WEIGHTED AND NON-WEIGHTED NUMERICAL AVERAGES AND GRADE POINT AVERAGE (GPA)

Rank in class is determined by the cumulative weighted numerical average (CWNA) of all grades in accumulated courses. All required and elective courses are utilized in computation of the cumulative weighted and non-weighted numerical averages and the high school weighted and non-weighted grade point averages (GPA).

To calculate the cumulative weighted numerical averages, five points are added to the numerical grade for each Honors course, and ten points for each Advanced Placement course.

END-OF-COURSE TESTS

The A+ Educational Reform Act of 2000, O.C.G.A. §20-2-281, mandates End-of-Course assessments in grades nine through twelve for some core subjects. End-of-Course Test scores are calculated as part of a student’s final numeric grade in a course. The End-of-Course Test requirement is also applicable to courses taken on-line and other off campus course options approved by your counselor.

Information subject to change based on state legislation and/or Georgia Department of Education rules/policies.

Each End-of-Course Test is directly aligned with the standards in the Georgia Performance Standards and/or Common Core Georgia Performance Standards, and will consist of multiple-choice test questions. The End-of-Course Tests will be administered near the end of the course sequence, and each End-of-Course Test will be calculated as 15% of the final grade for students in the 11th and 12th grade level courses, and 20% for students in the 9th and 10th grade level courses.

The End-of-Course Testing is required in each of the following eight courses:

Mathematics

- CCGPS Coordinate Algebra
- Mathematics II

Social Studies

- United States History
- Economics

Science

- Biology
- Physical Science

English Language Arts

- Ninth Grade Literature and Composition
- Eleventh Grade American Literature and Composition



**GEORGIA HIGH SCHOOL GRADUATION TEST-and the GEORGIA HIGH SCHOOL WRITING TEST
(GHSGT and GHSWT)
For 2012-13 Juniors**

Information subject to change based on state legislation and/or Georgia Department of Education rules/policies.

Students take the Georgia High School Graduation Test (GHSGT) in their junior year. A passing score in a same subject End of Course Test (EOCT) may replace the requirement for a that same subject of the GHSGT. Students must pass the English/Language Arts, Mathematics, Science, and Social Studies portions of the test to meet the GHSGT graduation requirement for the GHSGT either through the GHSGT or same subject EOCT.

The Georgia High School Writing Test (GHSWT) is given in the fall of the junior year and also requires a passing score to meet the graduation requirement.

A brief description of the content of each test appears in the chart below. The percentages of the tests assigned to domains are approximations and may vary slightly from one administration to the next.

Variance/Waiver Process

Variances or waivers of the GHSGT can be requested if the student meets certain criteria. Contact the Department of Learning and Leadership Services at the Board of Education for more information.

Georgia High School Graduation Tests

	Below Proficiency	Basic Proficiency	Advanced Proficiency	Honors
English / Language Arts	Below 200	200 to 234	235 to 274	275 or above
Mathematics	Below 200	200 to 234	235 to 274	275 or above
Science	Below 200	200 to 234	235 to 274	275 or above
Social Studies	Below 200	200 to 234	235 to 274	275 or above

Georgia High School Writing Test – Grade 11

Does Not Meet	Meets	Exceeds
Below 200	200 to 249	250 or above

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Georgia High School Graduation Test (GHSGT) Content Weights

The chart below shows the approximate weights for domains on each subject area GHSGT. All GHSGT are aligned to the Georgia Performance Standards (GPS). The GHSGT Content Descriptions provide more details as to the specific skills and knowledge that a student is required to demonstrate on the tests. These documents can be found on the GHSGT testing webpage at www.ga.doe.org/ci_testing.aspx.

Subject Area Test	Domain	Approximate Percent of Test for Each Domain
English Language Arts	Reading Comprehension	48%
	Literary Analysis	38%
	Conventions and Writing	14%
Mathematics	Algebra	36%
	Geometry	36%
	Data Analysis	28%
Science	Cells and Heredity	26%
	Ecology and Biodiversity	17%
	Structure and Properties of Matter	14%
	Energy Transformations	17%
	Forces, Waves and Electricity	26%
Social Studies	American Government/Civics	18%
	United States History to 1865	26%
	United States History since 1865	25%
	Geography	13%
	World History	18%

Source: Georgia Department of Education

ENTRANCE TESTS FOR COLLEGES AND UNIVERSITIES

ACT - Originally, A.C.T. was an acronym for American College Testing; however, as of 1996, the name was changed to ACT since they provide a variety of services beyond testing. The ACT is a national college admission and placement examination. The ACT Assessment contains four curriculum-based tests that measure academic achievement in the areas of English, mathematics, reading, and science reasoning. The ACT is an achievement-based, curriculum-referenced exam designed to measure high school students' general educational development. ACT results are accepted by virtually all colleges and universities in the United States; in fact, the ACT is accepted and preferred by more private colleges and public universities than any other entrance exam. In addition, the ACT college entrance exam includes an interest inventory that provides valuable information for career and educational planning and a student profile section that provides a comprehensive picture of a student's work in high school and his or her future plans.

Scores for each section of the ACT are averaged to create a composite score. A perfect score on the ACT Assessment is 36.

The writing portion of the ACT is recommended. Some colleges and universities require the writing portion of the ACT. Students should contact the college or university they plan to attend to determine college admission exam requirements. More information is available at the ACT Assessment website at www.act.org.

SAT - Originally, SAT was an acronym for **Scholastic Aptitude Test**. In 1993, the test was renamed the SAT I: Reasoning Test. Starting in March 2005, students began taking the first administrations of the New SAT. The New SAT includes sections on critical reading, mathematics through third-year college preparatory math (through Algebra II) and students are asked to write a 25-minute essay that requires them to take a position on an issue and use examples to support their position.

The SAT helps colleges make admissions and placement decisions. Scores on each section range from 200-800 points, with 2400 being a perfect score on the New SAT, which includes the writing test score.

The SAT reasoning and subject area tests consist of more than 20 subject tests, or achievement tests designed to measure subject-area knowledge. Some colleges and universities require one or more portions of the SAT II subject area tests. Students should contact the college or university they plan to attend to determine college admission exam requirements. More information on the SAT is available at the College Board website at www.collegeboard.com.

PREPARING FOR COLLEGE ENTRANCE EXAMS: PSAT (practice SAT) & PLAN (practice ACT)

The best preparation for college entrance exams, and for college, is to take challenging courses with a strong academic curriculum. Students should write and read often and should look up and learn words they do not know. Students should stretch their thinking by reading a wide variety of challenging writing – fiction, nonfiction, news articles, and informational magazines. The more a student reads the better prepared he or she will be for college and for the world of work.

Students are encouraged to study and prepare to achieve high scores on college entrance exams. Students may take practice college entrance tests on their own time and score these at home. There are many college entrance exam practice opportunities available on-line. Students may visit the ACT website at www.act.org and the College Board website at www.collegeboard.com for more information on college entrance exam practice opportunities on-line. Additionally, students with disabilities requesting accommodations should contact their school counselor at least six weeks prior to registration.

The Preliminary Scholastic Aptitude Test (PSAT/NMSQT) and Preliminary ACT Exam (PLAN) provide students with opportunities to take practice college entrance exams during the high school day. Freshmen, sophomores, and juniors may take the PSAT and PLAN at a nominal cost.

Results from the PSAT and PLAN should be used by students, parents/guardians, teachers, counselors, and other school personnel to help the student identify areas of needed improvement, to make decisions about course selections such as Advanced Placement courses, to determine which college entrance exams to take in the future, and to identify possible college choices. Henry County high schools personnel conduct useful test taking and score interpretation programs in conjunction with the annual administration of the PSAT and PLAN.

ENTRANCE ASSESSMENTS FOR TECHNICAL COLLEGES AND CAREER SCHOOLS

ASSET - The ASSET is a series of short placement tests developed by American College Testing, Inc. and is commonly used for technical college or school admission. The scores on the ASSET help admissions counselors identify a student's strengths as well as the knowledge and skills s/he will need in order to succeed in specific program areas. The ASSET has three tests of basic skills in writing, reading, and numerical reasoning, plus more advanced tests in algebra and geometry. The ASSET scores are used to determine if a student has the knowledge and skills to be

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successful in a particular certificate, diploma, or associate degree program at a technical college or school.

COMPASS – The COMPASS test is the computerized version of the ASSET. It also has three tests of basic skills in writing, reading, and numerical reasoning, plus more advanced tests in algebra and geometry. The COMPASS test delivers fast and efficient scores to determine placement for a student applying to a technical college or school.

ARMED SERVICES VOCATIONAL APTITUDE BATTERY (ASVAB)

The Armed Services Vocational Aptitude Battery is a multiple-aptitude battery, consisting of ten short individual tests that measure verbal, math, and academic ability. The ASVAB provides good indicators of how well students have developed academic and occupational abilities. Scores on the ASVAB can qualify students for certain jobs and training in the Armed Forces, but taking the ASVAB does not commit the student to service in the military.

The ASVAB measures aptitudes that are related to success in different careers and provides students with an opportunity to explore career options. The ASVAB is offered on a voluntary basis for all eleventh grade students. Students can contact their guidance office for dates when the ASVAB will be offered at their high school.

REQUIREMENTS FOR PROMOTION (GRADE PLACEMENT)

Specific guidelines for promotion (grade placement) are listed below.

<i>8th grade to 9th grade:</i>	Meet 8 th grade promotion requirements to be assigned to 9 th grade.
<i>9th grade to 10th grade:</i>	Earn 5 units of credit
<i>10th grade to 11th grade:</i>	Earn 11 units of credit
<i>11th grade to 12th grade:</i>	Earn 17 units of credit

TRANSFER STUDENTS

Students who transfer from another state or from another educational setting are required to meet the criteria for promotion and graduation outlined in this guide and the Georgia high school graduation requirements, including required courses of study and passing scores on all required graduation assessments.

EXTRACURRICULAR ACTIVITIES AND ELIGIBILITY

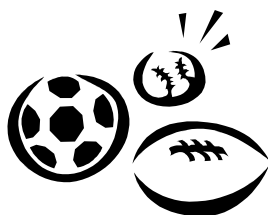
A well-rounded student is one who has a variety of interests, including academic, social, recreational, and community service. Henry County Schools offer many different extracurricular activities. Students should try to incorporate at least one or two of these activities into their high school experiences. Many employers and colleges look at the student’s total record, extracurricular activities as well as academic, when they make selections. Students participating in extracurricular activities, including interscholastic activities, must meet the following athletic eligibility requirements as identified in **No Pass, No Participate and the Georgia High School Athletic Association Constitution and By Laws:**

www.ghsa.net

- (a) **First-year students** (entering 9th grade) are eligible academically. Second semester **first-year students** must have **passed courses carrying at least 2.5 Carnegie units** the previous semester in order to participate.
- (b) **Second-year students** must have **accumulated five (5) total Carnegie units** in the first year, **AND passed courses carrying at least 2.5 Carnegie units** in the previous semester.
- (c) **Third-year students** must have **accumulated eleven (11) Carnegie units** in the first and second years, **AND passed courses carrying at least 2.5 Carnegie units** in the previous semester.
- (d) **Fourth-year students** must have **accumulated seventeen (17) Carnegie units** in the first three years, **AND passed courses carrying at least 2.5 Carnegie units** in the previous semester.
- (e) Students may accumulate the required Carnegie units for participation during the school year and eligibility will be reinstated at the beginning of the next semester.

SPORTS

Baseball	Football	Tennis
Wrestling	Basketball	Softball
Cross Country	Cheerleading	Volleyball
Golf	Track	Soccer



CLUBS AND ORGANIZATIONS

Clubs and organizations vary from school to school, based on student interest. The following is a partial listing of those available and may not be all inclusive of all activities that may be found at individual schools:

Academic Club	National Art Honor Society
Art Club	National Honor Society
Beta Club	National Science Honor Society
Chess Club	National Spanish Honor Society
Debate Team	National Technical Honor Society
Drama Club	Newspaper Staff
Drill Team	Rotary Club
Flag Corps	Science Club
French Club	Spanish Club
JROTC Color Guard	Step Team
JROTC Drill Team	Student Council
JROTC Rifle Team	Thespian Society
JROTC Saber Team	Y-Club
Key Club	Yearbook Staff
Math Club	

Family, Career, and Community

Leaders of America	FCCLA
Future Business Leaders of America.....	FBLA
Future Educators of America.....	FEA
Health Occupations Student Association.....	HOSA
National FFA Organization	FFA
National Marketing Organization	DECA
Skills USA	Skills USA
Technology Student Association.....	TSA

EARNING CREDITS

The secondary schools of Henry County operate on the semester system, providing for two semesters of approximately ninety days each during the school year. Credit for courses is in units. A semester course that meets five hours per week carries ½ unit credit. Two procedures are used by Henry County Schools for awarding units of credit or increments of units of credit.

Course Credit - units are awarded for courses of study based on a minimum of 150 clock hours of instruction provided by the school. (Semester programs offer a minimum of 75 clock hours of instruction for one-half unit).

Credit for Pre-Approved Off-Campus Experiences – units may be awarded for pre-approved off-campus experiences that are part of an approved apprenticeship/internship program, an approved dual, joint enrollment program, or ACCEL program, online, extended learning opportunities, or other course options pre-approved by your school counselor.

Students who have questions about transfer credits should contact their school counselor for more information.

EARNING CREDIT THROUGH OFF-CAMPUS EXPERIENCES

WORK-BASED LEARNING

Cooperative Education and Work-Based Learning Programs are an extension of classroom instruction that enable students to apply skills learned in academic and technical classes to the workplace. School-based activities and work-based activities are planned and supervised by the school and selected employers to ensure the continuity of academic and technical skill training. Application of these skills is enhanced through the implementation of specific training agreements based on industry-validated skill standards. These programs are open to students in grades 11-12 through an application process.

ALTERNATIVE SCHOOL

Henry County Schools has an alternative education program. Located at Patrick Henry High School located at 109 Lee Street in Stockbridge. Students who have disciplinary infractions that result in long-term suspension or expulsion may have the opportunity to apply to attend the alternative school. Based on space available, high school students may choose to attend Patrick Henry to enhance their academic success. The smaller class sizes, smaller school environment, and self-paced learning allow students to achieve academic success in an alternative setting.

HENRY COUNTY ONLINE ACADEMY

Learning online is different than learning in a traditional classroom. Courses taught online are just as academically rigorous as traditional classroom instruction but offer added flexibility and opportunity.

Online learning is not for every student. One must be self motivated and able to work independently. For those high school students interested, online learning has much to offer. In order to assess whether your child would be a candidate for online educational success, please read through the information presented on the HCOA web site (www.henry.k12.ga.us/onlineacademy).

Online Education Procedures

Online learning opportunities provide students with flexibility to address coursework needed to complete graduation requirements. Students who want to participate in online coursework must abide by the following guidelines:

1. Examples of reasons students may take online courses include:
 - scheduling conflicts,
 - course is not offered at their school,
 - recovery credit for courses not successfully completed,
 - plans to complete graduation requirements at a faster pace,
 - participation in enrichment courses,
 - completion of the requirements for a diploma, and
 - hospital/homebound situations.
2. Henry County Schools will not pay for courses being taken for credit recovery, enrichment, or acceleration outside of the regular six (6) or seven (7) period school day.
3. All online course exams must be taken under the supervision of a certificated employee at the student's school of attendance.
4. Middle school students whose course of study requires advanced coursework may be allowed to participate in online classes following the receipt of appropriate advisement and written authorization from their assigned guidance counselor.
5. High school students who qualify for hospital/homebound instructional support may participate in online coursework for high school

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credit as appropriate.

- Henry County approved online courses are listed on the Henry County Online Academy website (www.henry.k12.ga.us/onlineacademy).
- Students shall take the appropriate Georgia End-of-Course Test (EOCT) for online courses that require an EOCT for course credit.

Students shall follow the procedures for requesting online learning opportunities.

Procedures for Students Requesting an Online Learning Opportunity

A. Students Requesting Courses through the Henry County Online Academy

- Students who want to participate in a Henry County Schools Online Academy course must seek advisement and written authorization from their assigned guidance counselor.
- After consulting with the guidance counselor, agreeing on the best course of action, and receiving appropriate written authorization from the counselor, a student may register for a course offered through the Henry County Schools Online Academy.
- Students who participate in online coursework without appropriate prior authorization will not receive course credit.
- Registered students will work with the school online learning facilitator to prepare for the online class.

B. Students Requesting Online Courses from Other Institutions

- Students who want to participate in an online course from another institution must seek advisement and written authorization from their assigned guidance counselor prior to enrolling.
- Students seeking permission to participate in an online course from another institution must complete the Request for Approval to Take an Online Course form. Requests must be made a minimum of 14 calendar days prior to the start of the course. Forms must be fully completed and submitted to the Henry County Schools Learning

and Leadership Services where the course will be reviewed to assess whether it meets certain criteria:

- It is from an accredited institution approved by the Henry County Schools Board Policy.
 - It meets the Henry County Schools curriculum standards.
- After consulting with a guidance counselor, agreeing on the best course of action, and receiving appropriate written authorization from both the counselor and the Learning and Leadership Services, a student may register for a course offered through an institution other than the Henry County Schools Online Academy.
 - It is the student’s responsibility to complete all coursework and final exams within a time frame that enables the online institution to provide a course transcript to their home school seven (7) calendar days prior to the close of the semester.
 - Students who take one of the 8 courses that require an EOCT must arrange with the counselor to take this test before credit can be awarded.
 - Students who participate in online coursework without appropriate prior authorization will not receive course credit.
 - Students will be notified of the course status before the starting date of the course.

Credits Earned Through Distance Learning Delivery Methods

Approved Course Providers

Students who wish to earn additional credits outside of the regular school day are encouraged to enroll in courses provided by Henry County Schools Online Academy.

(<http://www.henry.k12.ga.us/onlineacademy>) Additional learning opportunities are available through Henry County Schools Summer School. The district provides assurance that these courses meet local and state curriculum standards and assessment requirements.

Other Course Providers

When a student’s needs cannot be met by the school where the student is enrolled or courses from the Henry County Online Academy, Henry County Schools will accept unit credit from other appropriately accredited institutions. These courses must meet local and state standards. The student is responsible for providing the enrollment application to the out of district

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course provider. Additionally, the student is responsible for obtaining and providing a copy of the institution’s course description and outline for delivery. If required, a school official will sign the enrollment application. Please note that the signature of the school official only indicates that the course applied for will be accepted for credit based on Georgia High School Graduation requirements. The signature does not indicate that the course covers the Georgia Performance Standards (GPS or CCGPS) requirements, or that the course will adequately prepare the student for the Georgia High School Graduation Test (GHSGT or EOCT). Students and parents are responsible for determining if the course is accepted by the NCAA Clearinghouse.

- A copy of the application or other documentation will be filed in the student’s permanent record. Grades earned will be posted on the student’s transcript as transferred credit.
- The student is responsible for notifying the local school if a course is dropped.
- The student must take the EOCT if enrolled in an EOCT course before credit can be entered.

In order to receive a high school diploma and/or participate in graduation ceremonies, the local school must receive transcripts no later than seven (7) days before graduation. The scheduling and administration of the sending school’s final exam/end of course exam is the responsibility of the parent and/or student. All final exams must be proctored by a certificated Henry County Schools employee. All costs for course instruction, books and other materials are the responsibility of the parent and/or student. All books and study materials will be sent to the parent/student home address. Exams must be sent to the student’s school of attendance so that appropriate proctoring can be arranged for assessment administration. Henry County Schools’ employees are not responsible for providing information concerning the policies of out-of-system educational institutions.

OPPORTUNITIES FOR EXCELLENCE

ADVANCED PLACEMENT

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

Results of the PSAT and the AP Potential may be used to help students accept the challenge to take Advanced Placement courses. Grades for AP courses receive ten additional numerical points at each grading period. These additional points are added by Henry County Schools only. These points are NOT used in the calculation of the HOPE scholarship and are not used by many colleges. These institutions add their own uniform point values for Advanced Placement courses. For more information on the Advanced Placement courses, see the course descriptions section.

HONORS CLASSES

Students may take Honors level classes in English, mathematics, science, social studies and foreign languages. Honors courses are rigorous and challenging courses that prepare students for advanced coursework, such as AP and dual enrollment classes. Grades for Honors courses receive five additional numerical points at each grading period. These additional points are added by Henry County Schools only. These points are NOT used in the calculation of the HOPE scholarship and are not used by many colleges.

Honors and Advanced Placement (AP) classes require more critical reading, analytical writing, and cover topics in greater depth than other courses. Students will be expected to complete daily homework assignments as well as outside projects, including research projects, such as Science Fair, Science Symposium, Science Olympiad, and/or Social Studies Fair projects. Placement in Honors and AP classes will be for the entire year. Parents/guardians are encouraged to provide support for their students to take these classes, and both parents/guardians and students are invited to attend informational meetings about Honors and AP opportunities.

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

To help students be successful in AP Courses, students will have the opportunity to attend a Summer Institute that will provide students with skills that will support their in class learning.

The cost of the AP Examinations are \$86 per test. Please contact your school for additional information and provisions.

College Credit Now - Secondary to Post Secondary Transitions

Legislation passed by the Georgia General Assembly enables eligible public school students who are at least sixteen years old or who are classified as a junior or a senior to take approved courses at Georgia public colleges, universities, or technical institutions. The student must be accepted by an eligible institution and courses must be approved by his/her high school counselor. Students who successfully complete classes through this plan may earn both postsecondary credit hours and high school unit credit.

Participating students are responsible for securing information about high school activities such as ordering class rings, invitations, caps and gowns, yearbooks, and graduation ceremonies. Each student must provide the home high school with evidence of successful completion of postsecondary course work. Participation in postsecondary programs does not excuse the student from meeting mandated assessment requirements such as the Georgia High School Graduation Tests or End-of-Course tests.

Students participating in any Postsecondary program are eligible to participate in competitive and other extracurricular activities, following the provisions of State

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Board Rule 160-5-1-.18 as long as their schedule can accommodate practices, games, etc. without interfering with their completion of postsecondary course requirements. However, conflicts could occur which could prevent students from participating.

Before enrolling in any course, students interested in dual enrollment, joint enrollment, ACCEL, or Move on When Ready must contact the school counseling office for current information on eligible institutions, contact information, approved courses, and transferable credit. You may also visit the Georgia Student Finance Commission website www.gacollege411.org

Prior to enrollment, each student participating in any postsecondary program and the student’s parent(s)/guardian(s) must sign a document at the high school stating they have a clear understanding of the student’s responsibilities and possible consequences to the student’s plans for completing requirements for a high school diploma, to the student’s rank in class, and to the student’s participation in extracurricular activities. If the student fails to enroll in the postsecondary institution as planned, withdraws from the postsecondary institution, or drops a course at the postsecondary institution, then the student will not be allowed to replace or rejoin the course or courses at the high school until the beginning of the next semester.

ACCEL, DUAL ENROLLMENT, AND MOVE ON WHEN READY PROGRAMS

The ACCEL program allows students, under specific rules, to take certain academic courses on the high school campus or at postsecondary institutions that count for both graduation and postsecondary credit. The postsecondary institution may enroll students either part-time or full-time. The ACCEL program is funded through the Georgia General Assembly and credits earned do not count against the HOPE Scholarship hours cap.

The Dual Enrollment program provides students opportunities to receive both graduation and postsecondary credit for qualifying academic or career/tech courses taught by postsecondary institutions either on the high school campus or on the college campus. The postsecondary institution may enroll students either part-time or full-time. The Dual Enrollment program is funded through the Georgia General Assembly or the state lottery proceeds through the HOPE Grant program and credits earned through the Technical College System of Georgia do not count against the HOPE Scholarship hours cap.

Move on When Ready allows eligible students to enroll full-time in postsecondary institutions to earn both high school and college credits simultaneously. Once admitted, the participating student will take all coursework at or through the eligible institution or virtual courses approved by the

State Board of Education. All courses taken must satisfy Georgia high school graduation requirements. Move on When Ready courses hours do not count against any maximum hourly caps for HOPE scholarships or grants. This program is funded through the high school full-time equivalent (FTE) program count.

JOINT ENROLLMENT AND EARLY COLLEGE

The University System of Georgia recognizes the need to provide academically talented high school students with opportunities for acceleration of their formal academic programs. This recognition has led to the development of two organized programs: (1) a joint enrollment program and (2) an early college program.

The Joint Enrollment program provides students an opportunity to be concurrently enrolled in both high school and postsecondary school. Students must be accepted at the postsecondary institution in order to attend. Courses taken and credits received at the postsecondary school will not transfer to the high school and will not satisfy high school graduation requirements. These courses will count against the HOPE Scholarship and HOPE Grant hours cap. All associated tuition and fees are the responsibility of the student.

The Early College program allows students to enroll as full-time college students following the completion of their junior year of high school. Approved courses may earn both high school and college credit. This program is funded through ACCEL, HOPE Grant, or FTE.

While most programs receive funding through Georgia state lottery or Georgia Department of Education, the student is responsible for payment for any books, materials, housing, and/or fees not provided for by the guidelines of the specific program.

GOVERNOR’S HONORS PROGRAM

The Governor’s Honors Program (GHP) is a summer instructional program designed to provide intellectually gifted and artistically talented high school students challenging and enriching educational opportunities not usually available during the regular school year. Often, when applying to colleges and universities, students who have completed the Governor’s Honors Program are provided special consideration for acceptance. GHP participants acquire the skills, knowledge, and attitudes to grow as independent, life-long learners. Sophomores and juniors in Georgia’s public and private schools may be nominated by their teachers for the Governor’s Honors Program. Students are nominated in a specific instructional area based on their abilities, aptitudes, and interests. Major instructional areas include communicative arts (English); world languages;

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mathematics; science; social studies; visual art; theater (performance and design); vocal and instrumental music; dance; engineering and technology; architectural, graphic, and industrial design; executive management; and agriscience. While at the summer instructional program,

VALEDICTORIAN, SALUTATORIAN, HONOR GRADUATES, AND “A” AVERAGE RECOGNITION

To be eligible for selection as valedictorian or salutatorian in Henry County Schools, students must have been enrolled in this system for the four semesters immediately preceding graduation. All units of credit earned prior to enrollment must have been earned from a state and regionally accredited school. The valedictorian, salutatorian, and honor graduates will be determined by using the cumulative weighted numerical average calculated at the final progress report in the second term of the senior year. “A” average graduates must have at least a 90.00 cumulative weighted numerical average.

HOPE SCHOLARSHIP/GRANT PROGRAM*

Georgia's HOPE Scholarship is available to Georgia residents who have demonstrated academic achievement. The scholarship provides money to assist students with their educational costs of attending college in Georgia.

The HOPE Scholarship includes tuition at approved Georgia public colleges and universities. To qualify, students must have graduated from a Georgia high school with a 3.0 cumulative grade point average on a 4.0 scale. Students must maintain a 3.0 GPA to keep the HOPE Scholarship while in college.

The Zell Miller Scholarship program is for students who have demonstrated academic achievement and that are seeking a college degree. Generally, to become eligible, a student must graduate from an eligible high school with a 3.70 GPA and a minimum score on the SAT/ACT.

Georgia's HOPE Grant (a separate program from the HOPE Scholarship) is available to residents of Georgia who are attending eligible colleges or universities in Georgia to earn a certificate or diploma regardless of high school graduation date or grade point average.

However, continuing education programs are not eligible. Beginning in the Fall 2011, the HOPE Grant Award Amount will cover a portion of a student's tuition.

* This information is subject to change based on action by the Georgia legislature.

students will choose an additional minor focus, which include all of the major areas and computers, counseling, library/media, physical fitness, and education.

The following is a list of requirements for eligibility to receive HOPE:

1. You must be a U.S. citizen or permanent resident alien.
2. You must be a legal Georgia resident, which in most cases means that you must have lived in Georgia for at least 12 consecutive months at the time you graduate from high school. Dependent children of military personnel stationed in Georgia are eligible if they graduate from a Georgia high school.
3. You must attend one of the 107 approved colleges, universities, or technical institutes in Georgia to be eligible for HOPE. **Out-of-state schools are not eligible.**
4. If you decide to attend a public postsecondary school in a degree program, you must meet GPA requirements to be eligible.

Additional information is available from your counseling office and through:

Georgia Student Finance Commission
2082 East Exchange Place
Tucker, Georgia 30084
(770) 724-9030 or 1-800-776-6878
FAX (770) 414-3144

Web address:

https://secure.gacollege411.org/Financial_Aid_Planning/HOPE_Program



DEVELOPING YOUR EDUCATIONAL PLAN

Students should develop a personal education plan to identify the required and elective courses that will be taken while in high school. Having a planned program of study and reviewing the plan on an annual basis will help students be certain that all graduation requirements are met and that their high school program of study supports their post-high school education and career goals. Students and parents/guardians are encouraged to schedule an appointment with the student’s guidance counselor to develop or review the personal education plan each year. As students’ interests and plans change during the high school years, the educational plan may require some adjustment. Before developing the educational plan, there are some important points students must seriously consider:

- What careers are related to your interests and abilities? What are your personal and intellectual strengths and your weaknesses?
- What things do you value most in life? Challenge? Creativity? Helping others? Income? Independence? Outdoor work? Prestige? Public contact? Security? Variety? Working in a group? Physical activity?
- What kind of life do you want to live? How do you plan to support yourself? What is your job or career goal for the next five to ten years? What are your life-long goals?
- What kind of career training are you planning for after high school; college, technical school, specialty school, or on-the-job training?

For students planning to attend colleges or universities, certain courses are specified and a world language is often required. Many colleges require certain academic credits, including two years of the same world language. Students have several units from which to choose electives in their areas of interest.

In considering these issues, students should discuss ideas and concerns with parents/guardians, teachers, friends, counselors, and anyone else who is involved in supporting the student’s success. Although it is primarily the student’s responsibility, the development of the educational plan cannot be accomplished effectively without the assistance of these people.

Who Can Help Students Choose The Program of Studies?

Parents/guardians know the student’s interests, likes, dislikes, and strengths better than anyone else. They also can tell the student about things they have learned from their own education and work that can help the student make wise decisions.

Students may also get many ideas from teachers and guidance counselors about high school programs. They know the work students have done in their subjects and will be able to make suggestions about a program of study. The advice of your teachers, counselor, and principal can be very useful when making course selection decisions.

In each middle school and high school, classroom guidance sessions are presented to provide information about college and career choices. A wide variety of materials are available to assist students in the career decision-making process. Career interest inventories such as the ASVAB are administered to assist students in examining the entire range of occupational possibilities. In addition, each middle school and high school provides career information planning software for student and parent/guardian use.

GACollege411 – www.gacollege411.org

GACollege411 provides current and accurate occupational and educational information to schools and agencies throughout Georgia in order to help young people and adults make informed career choices. Features include individual portfolio building, test preparation, career information, college planning, financial aid and scholarship information, military options, job skill information and personal skill and interest assessments.

GACollege411.org

For more information, contact:

Georgia Student Finance Commission
770-724-9000

IT'S YOUR FUTURE - POSTSECONDARY EDUCATION

Employees are often paid more and have opportunities for promotion based upon their training and education. There is also a great deal of personal and intellectual satisfaction for achieving a college education or other post-secondary training. Upon your graduation from high school, the largest share of job openings, 48 percent, will require a high school diploma and/or up to four years of post-high school education, career/technology training, or specific work experience. Another 17 percent require a college degree or more.

There are many options for students to continue their education after high school to be better prepared to enter the work force. In general, postsecondary schools can be divided into two major categories: career/technology training schools and colleges/universities.

Industry Specific Training Programs

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

Technical Colleges

Technical colleges are most often state/public supported and offer several different types of programs including applied associate degrees, technical diplomas, apprenticeships and certificates. Associate degree programs are typically designed to prepare students for a technical occupation and include occupational, general education, and elective courses. Technical diploma programs are often offered to meet the needs of businesses and industry to assist employees in meeting certification requirements for specific jobs. Apprenticeships are offered for those people interested in working in an industrial or

service trade. The applicant enters into an agreement with an employer in which the employer assumes the responsibility of teaching the trade to the apprentice. Completion of certificate programs indicates that a particular person has completed coursework in a focused area of study.

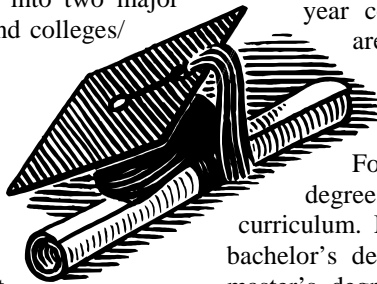
Colleges and Universities

Two-year colleges generally offer programs of study with an associate's degree conferred upon completion. The courses are designed to transfer to four-year colleges, should community college students decide to pursue higher education. Some two-year colleges offer specialized job training in certain areas. These studies are designed to prepare students for the work force as soon as the program of study is complete.

Four-year colleges and universities offer bachelor's degrees and a much wider variety of studies and curriculum. Many also offer graduate studies (studies after a bachelor's degree is completed) with opportunities to earn a master's degree, doctorate, or professional degree (such as a medical doctor or lawyer). The curriculum is much broader than a two-year school and is designed to accommodate a variety of interests. There are colleges that specialize in a certain area of study, such as music.

Public colleges and universities are subsidized by the states in which they are located and are generally less expensive than private colleges. However, the cheapest rates go to residents of the state in which the college is located. Non-resident students usually pay much higher fees. Private colleges, on the other hand, are funded through endowments, tuition, and donations. They usually cost much more, but do not rule them out! Private colleges can often offer enough financial aid and scholarships to make attendance at a private college financially feasible for a student's budget. You may want to visit these websites for more information:

www.fastweb.com; www.Wiredscholar.com;
www.BestCollegePicks.com; www.ncaaclearinghouse.net.





CAREER PLAN PURPOSE

**Skills for
LEARNING**
Academic Development

Acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span

Create and implement an academic/career plan that leads to realistic and relevant postsecondary options and career goals

Understand the relationship of academics to the work, life at home, and in the community

**Skills for
EARNING**
Career Development

Acquire the skills necessary to investigate the world of work, gain knowledge of self, and make informed career decisions

Develop strategies for achieving future career goals that ensure economic success and personal satisfaction

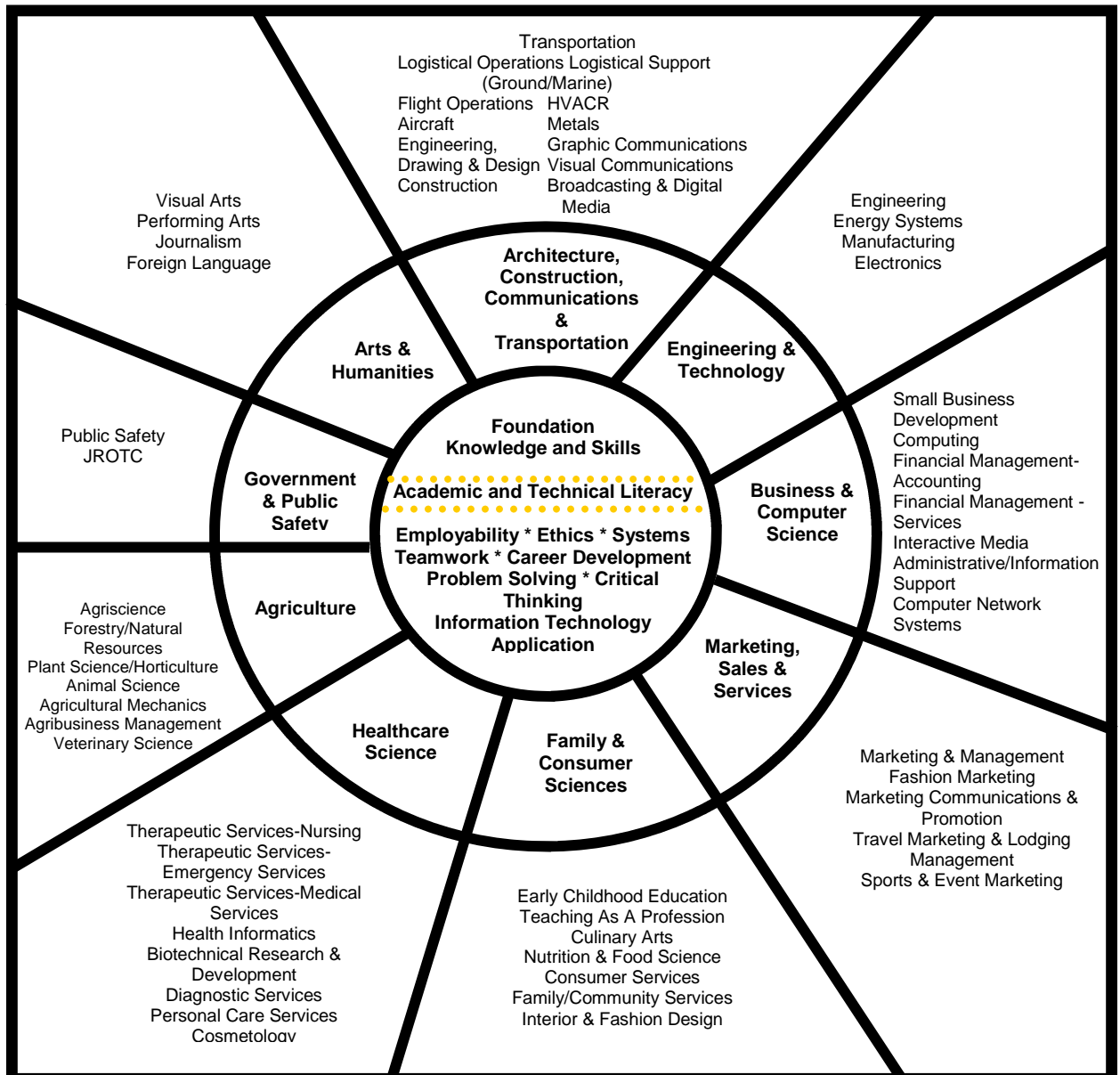
Understand the relationship between personal qualities, education, training, and the world of work

**Skills for
LIVING**
Personal/Social Development

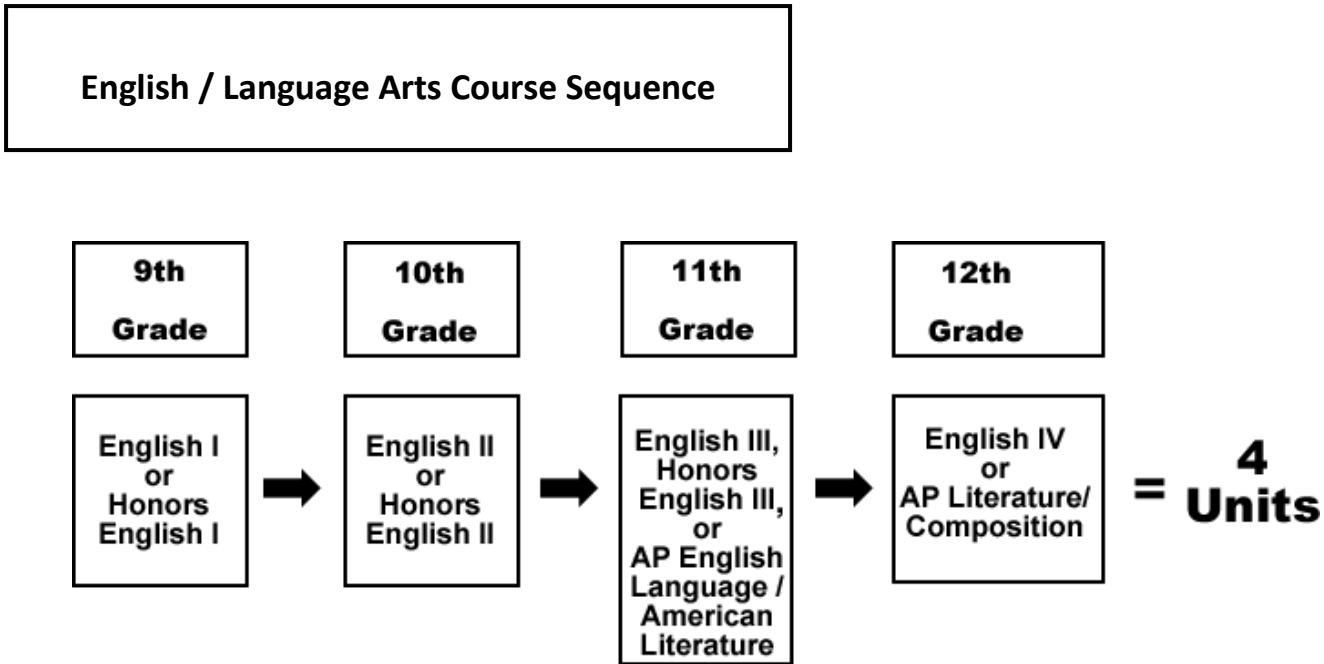
Acquire the knowledge, attitudes, and interpersonal skills to understand and respect self and others

Set goals based on priorities about family, work, and leisure activities and take the action necessary to achieve them

Make good decisions about safe and healthy choices for life



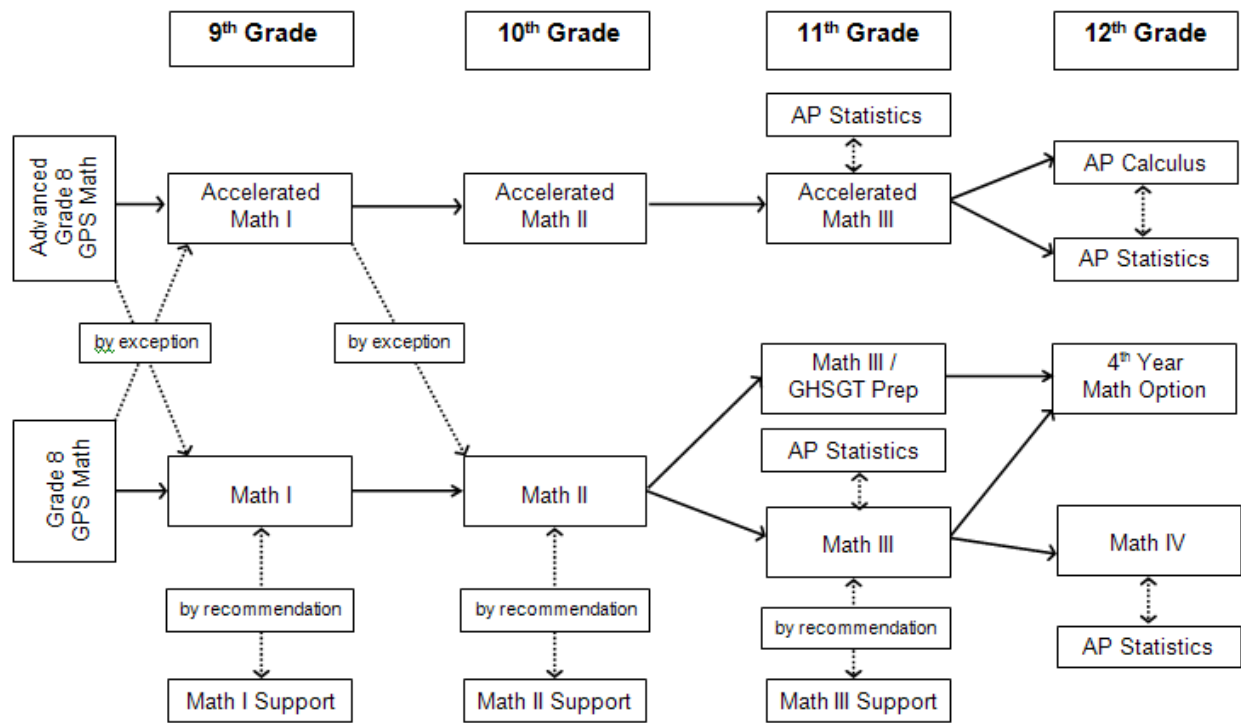
Course Sequences And Course Descriptions



4 Units of English/Language Arts required including:
* 1 Unit of 9th Grade Literature and Composition
* 1 Unit of American Literature and Composition (11th Grade)
* 2 Additional Units

Mathematics Course Sequence

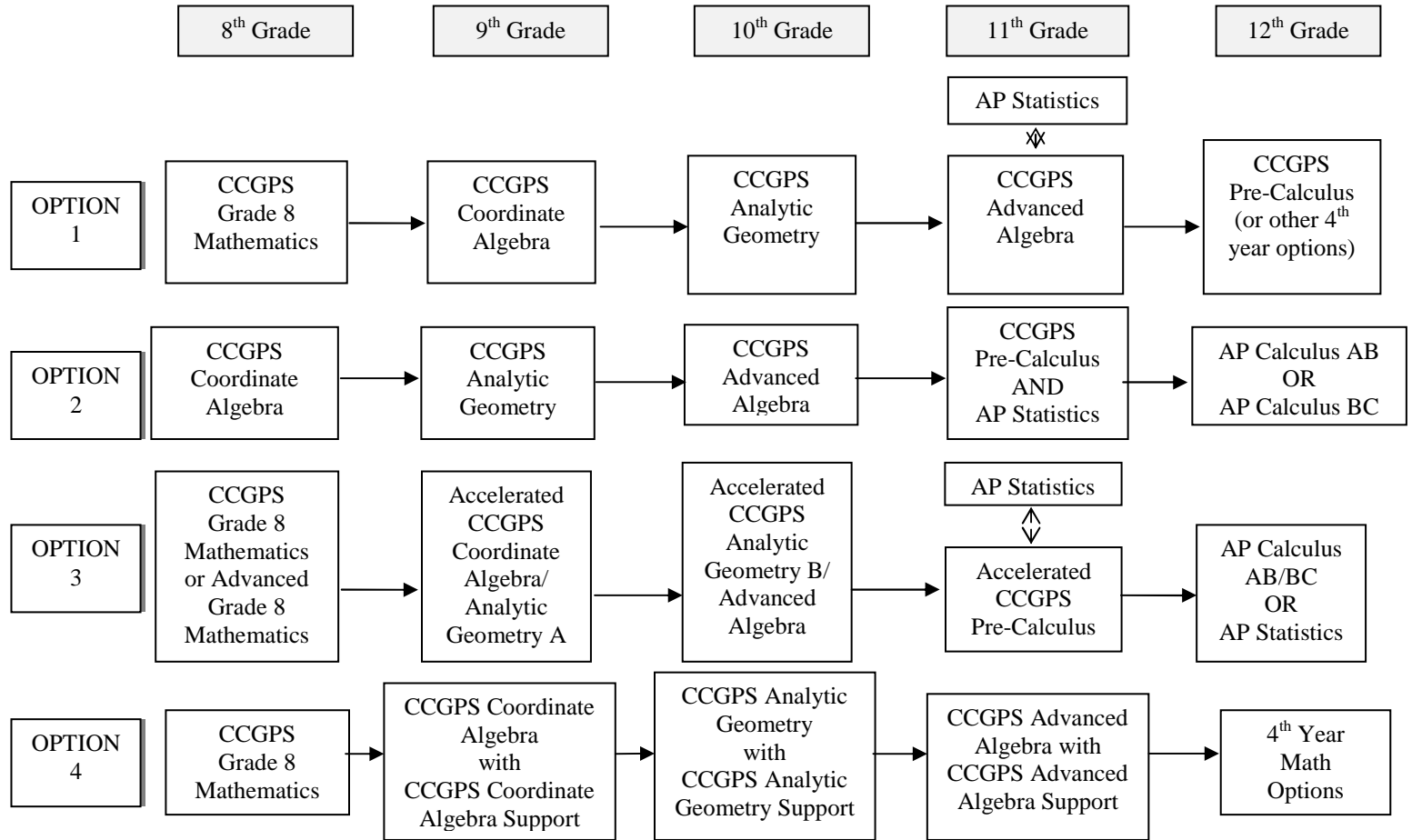
****For students entering high school in 2011-2012SY and previously.****



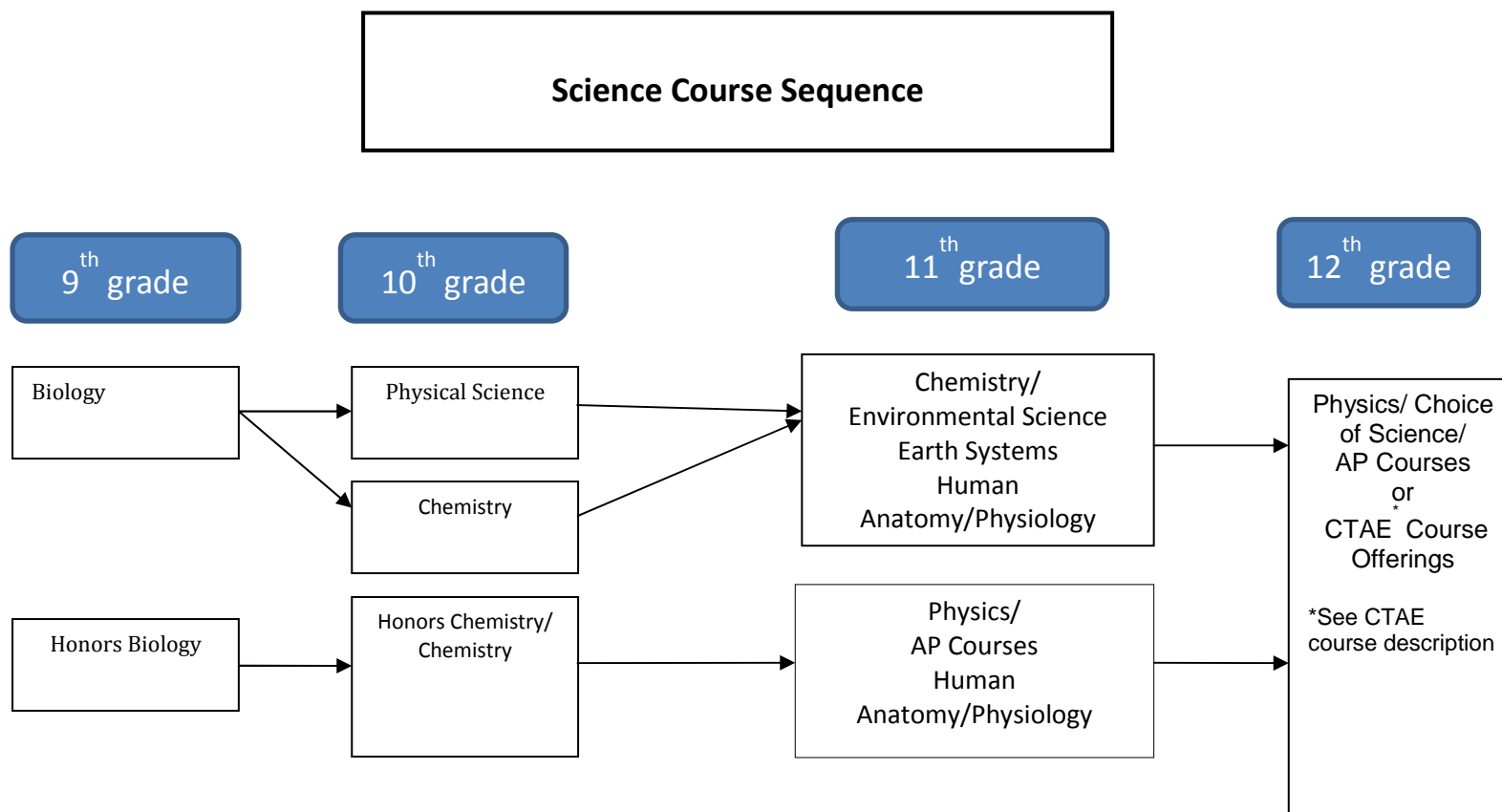
- Students must pass the designated prerequisite course before he/she can enroll in the next higher level course.
- Students can move between the regular and accelerated path only at designated points (i.e. the semester) at the recommendation of the classroom teacher.
- Mathematics I Support is taken in conjunction with Mathematics I when recommended by counselor or teacher. This course bears elective credit.
- Mathematics II Support is taken in conjunction with Mathematics II when recommended by counselor or teacher. This course bears elective credit.
- Mathematics III Support is taken in conjunction with Mathematics III when recommended by counselor or teacher. This course bears elective credit.
- The Mathematics III/GHS GT Prep course includes all mathematical concepts addressed in Math III. This course bears core academic credit for all students and may substitute for Mathematics III.
- AP Statistics may be taken as an elective in conjunction with Mathematics III, Mathematics IV, Accelerated Mathematics III, or AP Calculus. AP Statistics may be taken as the fourth year mathematics course for students who have completed the Accelerated Mathematics track.

Mathematics Course Sequence

****For students entering high school in 2012-2013SY and subsequent years.****



- Students must pass the designated prerequisite course before he/she can enroll in the next higher level course.
- Students can move between the regular and accelerated path only at designated points (i.e. the semester) at the recommendation of the classroom teacher.
- AP Statistics may be taken as an elective along with a core mathematics course after completing CCGPS Analytic Geometry. AP Statistics may be taken as the fourth year mathematics course for students who have completed the CCGPS Advanced Algebra course or Accelerated CCGPS Pre-Calculus course.

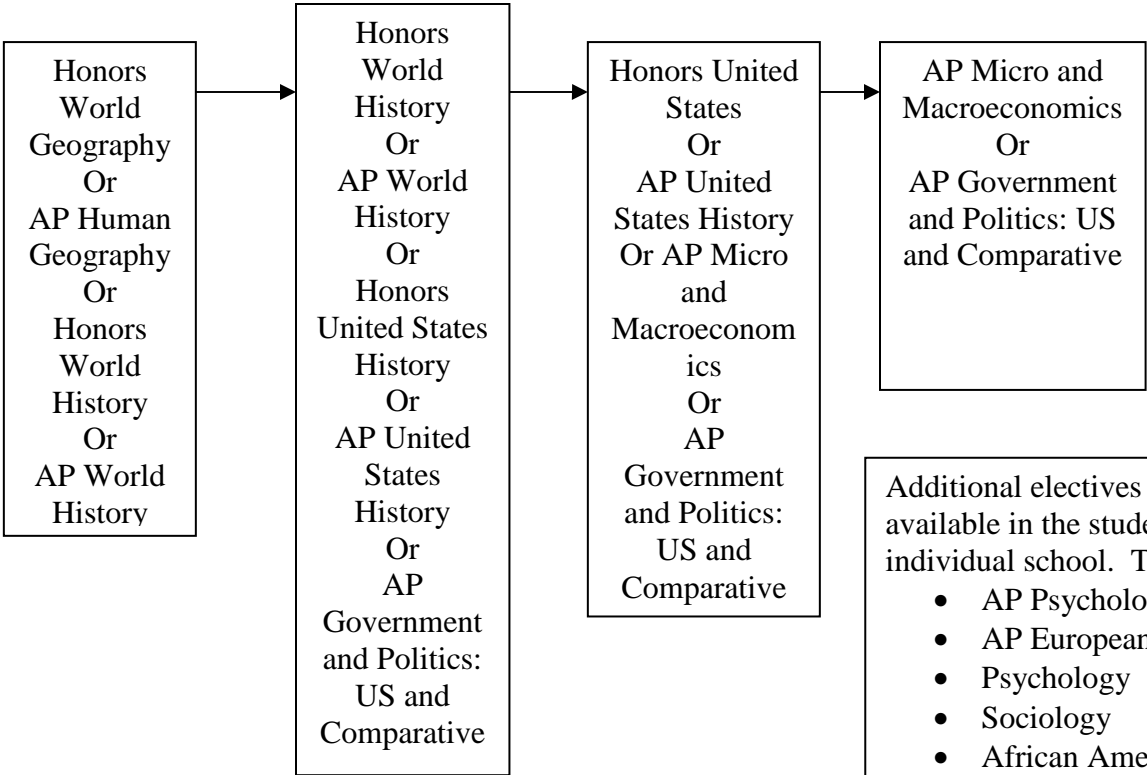
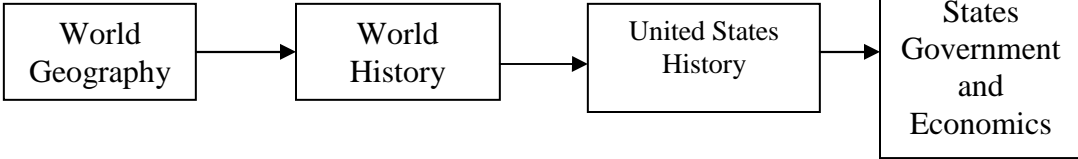


All students are required to successfully complete four science units. They are:

- Biology;
- Physical Science or Physics;
- Chemistry/Earth Systems/Environmental Science/ or an Advanced Placement course

The fourth science unit does not necessarily need to be taken in the student’s fourth or senior year.

Social Studies Course Sequence



Additional electives in Social Studies may be taken as space is available in the student’s schedule ***and are*** offered by the individual school. These electives are:

- AP Psychology
- AP European History
- Psychology
- Sociology
- African American Studies
- Current Issues

Henry County Schools Career, Technical, and Agricultural Career Pathways and Course Offerings

Agriculture Career Pathways

Agriscience

Yr. 1 - Basic Agricultural Science and Technology
Yr. 2/3 - Plant Sciences and Biotechnology*
Yr. 2/3 - Animal Science and Biotechnology*

Plant Science/Horticulture

Yr. 1 - Basic Agricultural Science and Technology
Yr. 2 - General Horticulture and Plant Science*
Yr. 3 - Nursery and Landscape
Yr. 4 - Floriculture Production and Management

Veterinary Science

Yr. 1 - Basic Agricultural Science and Technology
Yr. 2 - Small Animal Care
Yr. 3 - Veterinary Science⁺

Broadcast Video Production Career Pathway

Broadcast/Video Production

Yr. 1 - Broadcast/Video Production I
Yr. 2 - Broadcast/Video Production II
Yr. 3 - Broadcast/Video Production III
Yr. 4 - Broadcast/Video Production Applications

Business & Computer Science Career Pathways

Financial Management—Accounting

Yr. 1 - Business Essentials
Yr. 2 - Principles of Accounting I
Yr. 3 - Principles of Accounting II

Interactive Media

Yr. 1 - Computing in the Modern World
Yr. 2 - Fundamentals of Web Design
Yr. 3 - Advanced Web Design
Yr. 4 - Introduction to Animation and 3D Design

Small Business Development

Yr. 1 - Business Essentials
Yr. 2 - Legal Environment of Business
Yr. 3 - Entrepreneurial Ventures

Computing

Yr. 1 - Computing in the Modern World
Yr. 2 - Beginning Programming
Yr. 3 - Intermediate Programming
Yr. 4 - AP Computer Programming

Financial Management - Services

Yr. 1 - Business Essentials
Yr. 2/3 - Banking and Investing
Yr. 2/3 - Insurance and Risk Management

Business & Computer Science Elective

- Financial Literacy

* Designates CTAE courses that will count toward satisfying the fourth science requirement and are recognized by the Board of Regents as a fourth science

⁺ Designates CTAE courses that will count toward satisfying the fourth science requirement but are not recognized as a fourth science by the Board of Regents

Cosmetology Career Pathway

Cosmetology

- Yr. 1 - Salon Services I
- Yr. 2 - Salon Services II
- Yr. 3 - Advanced Styling Principles
- Yr. 4 - Haircutting

Education Career Pathways

Early Childhood Education

- Yr. 1 - Human Growth and Development
- Yr. 2 - Introduction to Early Childhood Education
- Yr. 3 - Health, Safety, and Nutrition

Teaching as a Profession

- Yr. 1 - Examining the Teaching Profession
- Yr. 2 - Contemporary Issues in Education
- Yr. 3 - Teaching as a Profession Internship

Engineering Career Pathways

Engineering

- Yr. 1 - Foundations of Engineering and Technology
- Yr. 2 - Engineering Concepts
- Yr. 3 - Engineering Applications⁺
- Yr. 4 - Research, Design, and Project Mgmt

Manufacturing

- Yr. 1 - Foundations of Manufacturing & Materials Science
- Yr. 2 - Robotics and Automatic Systems
- Yr. 3 - Production Enterprises

Engineering Career Pathways (con.t)

Electronics

- Yr. 1 - Foundations of Electronics⁺
- Yr. 2 - Advanced AC and DC Circuits⁺
- Yr. 3 - Digital Electronics⁺

Engineering/Architectural Drawing and Design Pathways

Architectural Drawing and Design

- Yr. 1 - Introduction to Engineering, Drawing, and Design
- Yr. 2 - Architectural Drawing and Design I
- Yr. 3 - Architectural Drawing and Design II

Engineering Graphic and Design

- Yr. 1 - Introduction to Engineering, Drawing, and Design
- Yr. 2 - Survey of Engineering Graphics
- Yr. 3 - 3D Modeling and Design

Family and Consumer Science Pathways

Culinary Arts

- Yr. 1 - Introduction to Culinary Arts
- Yr. 2 - Culinary Arts I
- Yr. 3 - Culinary Art II

Nutrition and Food Science

- Yr. 1 - Food, Nutrition, and Wellness
- Yr. 2 - Food and Nutrition Through the Lifespan^{*}
- Yr. 3 - Food Science^{*}

Interior Design

- Yr. 1 - Foundations of Interior Design
- Yr. 2 - Interior Design Furnishing, Materials, & Components
- Yr. 3 - Textile Science

* Designates CTAE courses that will count toward satisfying the fourth science requirement and are recognized by the Board of Regents as a fourth science

⁺ Designates CTAE courses that will count toward satisfying the fourth science requirement but are not recognized as a fourth science by the Board of Regents

Government and Public Safety Career Pathways

Law and Justice

- Yr. 1 - Introduction to Law and Justice
- Yr. 2 - Law, Community Response and Policing
- Yr. 3 - Criminal Investigation and Forensics

Airforce JROTC

- Yr 1 - JROTC Airforce I – Aerospace Science: A Journey into Aviation History and Leadership I
- Yr. 2 - JROTC Airforce II – Aerospace Science: Science of Flight and Leadership II
- Yr. 3 - JROTC Airforce III – Aerospace Science: Global and Cultural Studies
- Yr. 4 - JROTC Airforce IV – Aerospace: Astronomy and/or Leadership III

Navy JROTC

- Yr. 1 - JROTC Navy I – Naval Science: Cadet Field Manual
- Yr. 2 - JROTC Navy II – Naval Science: Introduction to NJROTC
- Yr. 3 - JROTC Navy III – Naval Science: Maritime History
- Yr. 4 - JROTC Navy IV – Naval Science: Nautical Sciences

~Work-Based Learning opportunities are available in all pathways~

Healthcare Science Pathways

Therapeutic Services—Medical Services

- Yr. 1 - Introduction to Healthcare Science⁺
- Yr. 2 - Applications of Therapeutic Services⁺
- Yr. 3 - General Medicine

Therapeutic Services—Nursing

- Yr. 1 - Introduction to Healthcare Science⁺
- Yr. 2 - Applications of Therapeutic Services⁺
- Yr. 3 - Nursing Essentials
- Yr. 4 - Therapeutic Services Nursing Internship

Diagnostic Services

- Yr. 1 - Introduction to Healthcare Science⁺
- Yr. 2 - Basic Diagnostic Services
- Yr. 3 - Clinical Laboratory Technician

Marketing Career Pathways

Marketing and Management

- Yr. 1 - Marketing Principles
- Yr. 2 - Entrepreneurship: Building a Business
- Yr. 3 - Advanced Marketing

Sports and Entertainment Marketing

- Yr. 1 - Marketing Principles
- Yr. 2 - Introduction to Sports and Entertainment Marketing
- Yr. 3 - Advanced Sports and Entertainment Marketing

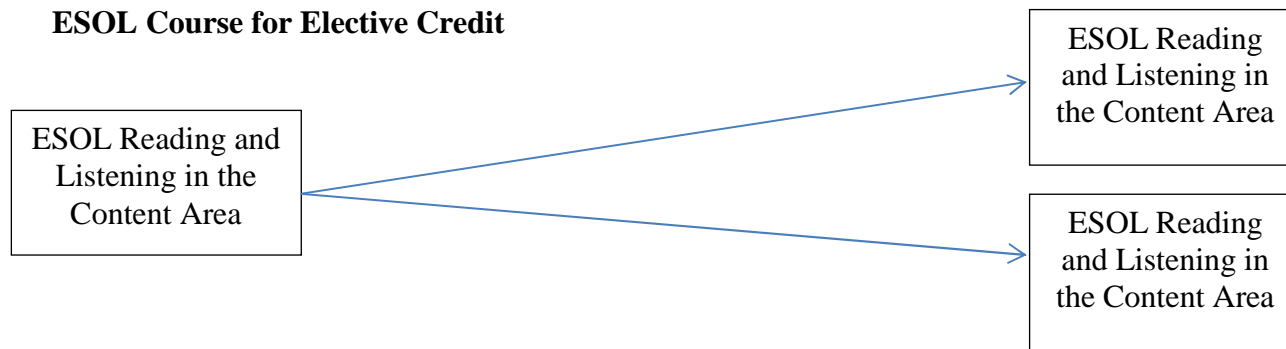
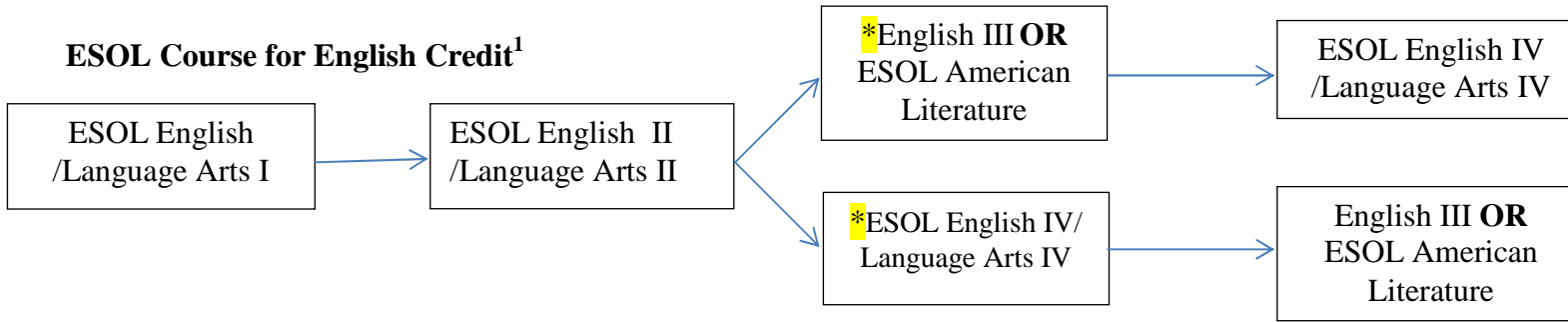
Travel Marketing and Lodging Management

- Yr. 1 - Marketing Principles
- Yr. 2 - Discovering Hospitality and Tourism
- Yr. 3 - Marketing Hospitality and Tourism Management

* Designates CTAE courses that will count toward satisfying the fourth science requirement and are recognized by the Board of Regents as a fourth science

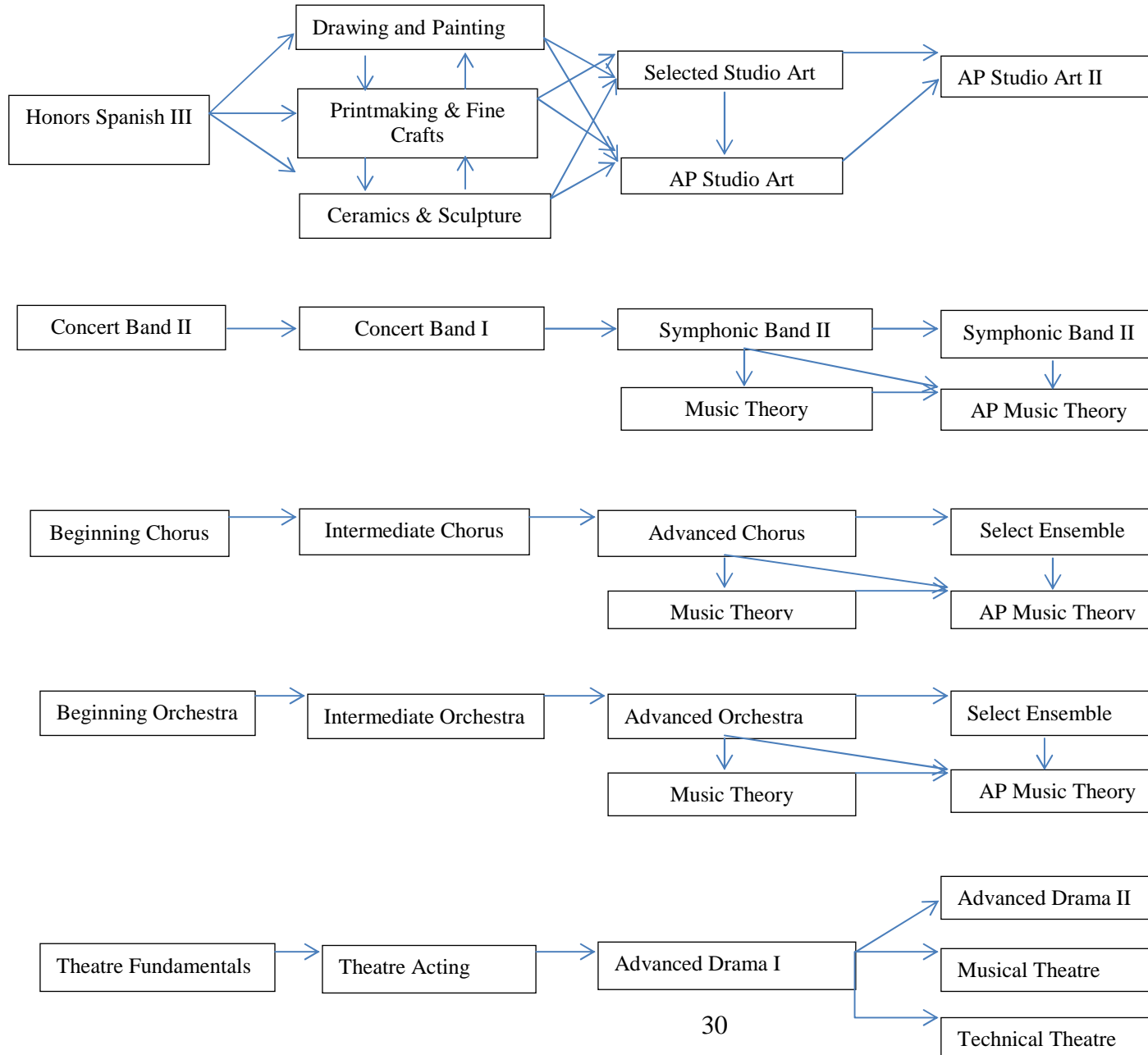
⁺ Designates CTAE courses that will count toward satisfying the fourth science requirement but are not recognized as a fourth science by the Board of Regents

English to Speakers of Other Languages (ESOL) Course Sequence

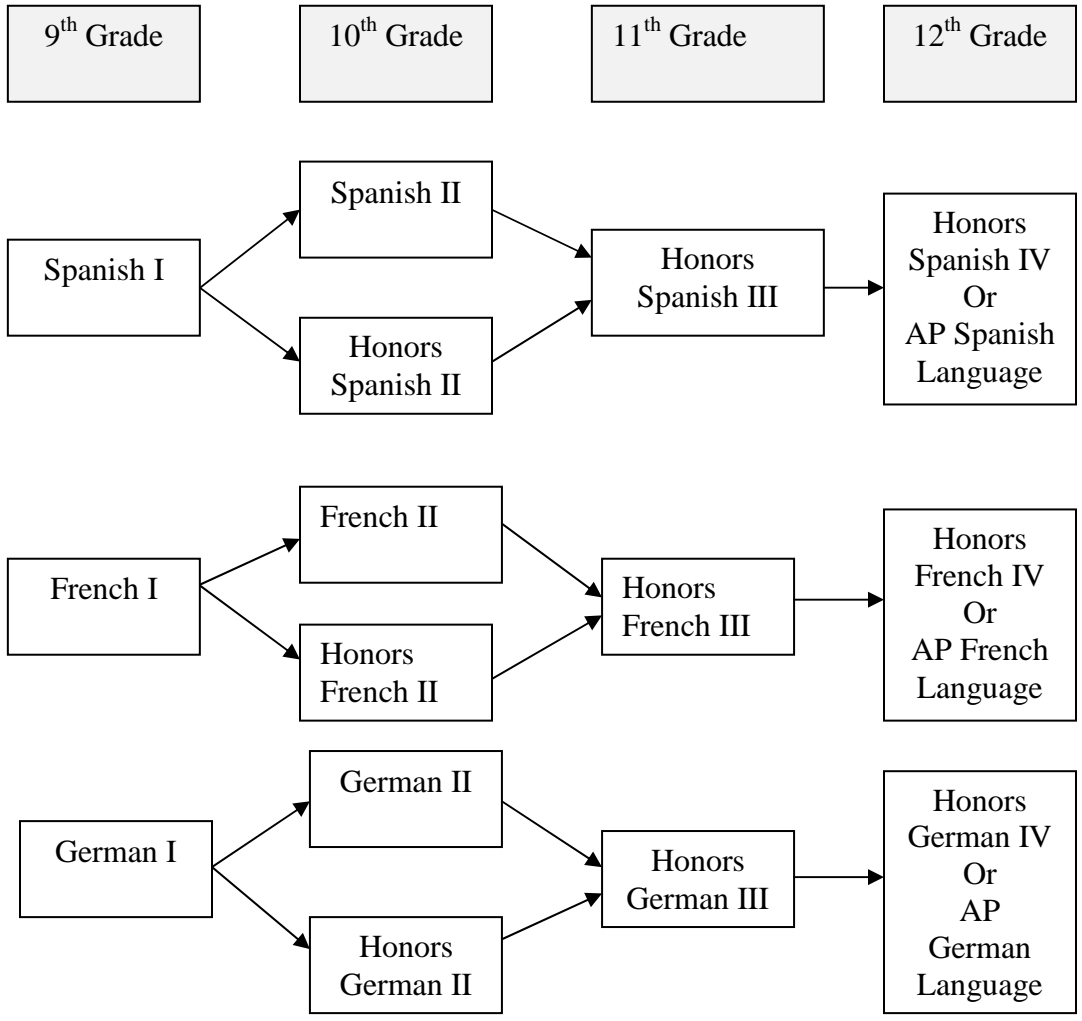


***All Georgia high school students must take American Literature (English III or ESOL Sheltered American Literature) and the accompanying End of Course Test. If the ESOL teacher and the Language Assessment Committee deem it necessary, an ESOL student may take ESOL IV before taking English III and complete this requirement as a senior.**

Typical Fine Arts Course Sequence



World Languages Course Sequence



Students who enter high school with one credit in a World Language may begin the high school sequence at Level II. It is recommended that they take Honors Level II.

COURSE LIST and COURSE DESCRIPTIONS

LANGUAGE ARTS

(All courses within this discipline are HOPE Scholarship eligible courses except where noted.)

Course Title: English I – Ninth-Grade Literature and Composition
Course Number: (1st Semester - 3553) (2nd Semester - 3583) (Also Offered Online)
Course Description: Students are expected to increase their analytical skills, reading increasingly complex texts across all genres and writing cogent, well-supported analysis and argument essays using evidence from those texts. Students at this level can trace the development of a theme or argument through a text and provide an objective summary of the text without editorial bias. Through reading and writing and the use of appropriate reference materials, the student acquires academic and other contextual vocabulary, showing independence in acquisition and usage. In the early high school years particular focus is brought to world culture and how points of view can vary with cultural experience, as well as how interpretations can vary between artistic mediums. In Grade Nine students will create more complex arguments, addressing counter-arguments and using sophisticated structures and formal manuscript styles. Their expository essays will convey increasingly complex ideas, excluding extraneous details and using graphic and digital elements to convey information. Narratives will develop personal experiences employing dialogue, pacing, description, reflection, and multiple plot lines. Students are proficient in all steps of the writing process editing effectively and using digital publishing options. Research using appropriate formats for citation and evaluating sources is routine. Through repeated exposure students will become confident presenters and participants in discourse with both peers and experts.

Prerequisite: *None*

Course Title: Honors English I
Course Number: (1st Semester - 3750) (2nd Semester - 3751)
Course Description: Honors English is a college prep course that takes a global, more thematic, approach to the study of literature and composition. This is a highly academic course and requires extensive outside reading, writing, and research, as well as summer reading.

Prerequisite: *None*

Course Title: English II–Tenth-Grade World Literature
Course Number: (1st Semester - 3633) (2nd Semester - 3663) (Also Offered Online)
Course Description: Students in grade 10 are expected to continue to increase their analytical skills, reading increasingly complex texts across all genres and writing cogent, well-supported analysis and argument essays using evidence from those texts. Students at this level can trace the development of a theme or argument through a text and provide an objective summary of the text without editorial bias. Through reading and writing and the use of appropriate reference materials, the student acquires academic and other contextual vocabulary, showing independence in acquisition and usage. In the early high school years particular focus is brought to world culture and how points of view can vary with cultural experience, as well as how interpretations can vary between artistic mediums. In grade10 students will create more complex arguments, addressing counter-arguments and using sophisticated structures and formal manuscript styles. Their expository essays will convey increasingly complex ideas, excluding extraneous details and using graphic and digital elements to convey information. Narratives will develop personal experiences employing dialogue, pacing, description, reflection, and multiple plot lines. Students are proficient in all steps of the writing process editing effectively and using digital publishing options. Research using appropriate formats for citation and evaluating sources

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is routine. Through repeated exposure students will become confident presenters and participants in discourse with both peers and experts.

Prerequisite:

English I

Course Title:

Honors English II

Course Number:

(1st Semester - 3752) (2nd Semester - 3753) (Also Offered Online)

Course Description:

This college prep course emphasizes an in-depth analysis of World Literature, personal and expository compositions, vocabulary development (i.e., SAT preparation), public speaking skills, and utilization of research skills. A variety of methods will be used to enhance students’ critical thinking skills. Extensive reading is required throughout the entire course. A research paper and summer reading are required.

Prerequisite:

Honors English I

Course Title:

English III – Eleventh-Grade American Literature

Course Number:

(1st Semester - 3713) (2nd Semester - 3733) (Also Offered Online)

Course Description:

Students in grade eleven are consolidating and internalizing the core skills of the CCGPS as they near the end of their high school careers, fulfilling the vision of a college- and career-ready individual with strong twenty-first century literacy skills and the ability to think critically. They undertake close, attentive reading of complex works of literature and informational texts, and are able to navigate confidently through significant amounts of information in a variety of formats. Eleventh graders have developed a very broad vocabulary that includes content-specific and technical terms along with a fluent and sophisticated grasp of the English language. Their growing understanding of the nuances of language will aid them in analyzing an author’s point of view, recognizing the rhetorical elements of an argument, and in the development of tone and mood in works of literature. Students at this level of development will apply their critical thinking skills to the comparison and analysis of a variety of works in different artistic and digital mediums, and to the transformation of classical source works such as Shakespeare or Homer into modern pieces. By grade eleven students are able to identify and understand the interplay of more than one central idea within a single text, appreciating the way that ideas can build upon one another to achieve a complexity of thought. Students at this level can effectively evaluate primary and secondary source material from a variety of resources including digital resources and historic documents. Students can introduce and support arguments with valid reasoning, use accepted formatting and citation styles with ease, and convey complex ideas effectively using appropriate structures. Sustained research projects should be common-place by grade eleven and students are comfortable presenting findings to both large and small groups in multi-modal formats.

Prerequisite:

English II

Course Title:

Honors English III

Course Number:

(1st Semester - 3754) (2nd Semester - 3764)

Course Description:

In this college prep course students will be introduced to the American experience as shared by a diverse and select group of writers. Students will be able to study, analyze, and thoughtfully discuss (orally and in writing) literature that spans from the Puritan and pre-Puritan (Native American) eras through the 20th Century. Emphasis is on reading comprehension, study skills, and techniques for strengthening writing skills. Extensive reading is required throughout the entire course. A research paper and summer reading are required.

Prerequisite:

Honors English II

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Course Title:	Advanced Placement English Language (III)
Course Number:	(1st Semester - 9109) (2nd Semester - 9111)
Course Description:	Advanced Placement is unique in our high school curriculum. Students undertake close, attentive reading of complex works of literature and informational texts, and are able to navigate confidently through significant amounts of information in a variety of formats. Students continue to develop a very broad vocabulary that includes content-specific and technical terms along with a fluent and sophisticated grasp of the English language. Their growing understanding of the nuances of language will aid them in analyzing an author’s point of view, recognizing the rhetorical elements of an argument, and in the development of tone and mood in works of literature. Students at this level of development will apply their critical thinking skills to the comparison and analysis of a variety of works in different artistic and digital mediums, and to the transformation of classical source works such as Shakespeare or Homer into modern pieces. Students are able to identify and understand the interplay of more than one central idea within a single text, appreciating the way that ideas can build upon one another to achieve a complexity of thought. Students at this level can effectively evaluate primary and secondary source material from a variety of resources including digital resources and historic documents. Students can introduce and support arguments with valid reasoning, use accepted formatting and citation styles with ease, and convey complex ideas effectively using appropriate structures. Sustained research projects is common-place and students are comfortable presenting findings to both large and small groups in multi-modal formats.
Prerequisite:	<i>English II</i>

Course Title:	English IV – Twelfth-Grade British Literature
Course Number:	(1st Semester - 3793) (2nd Semester - 3823)
Course Description:	Students are consolidating and internalizing the core skills of the CCGPS as they near the end of their high school careers, fulfilling the vision of a college- and career-ready individual with strong twenty-first century literacy skills and the ability to think critically. They undertake close, attentive reading of complex works of literature and informational texts, and are able to navigate confidently through significant amounts of information in a variety of formats. Students continue to develop a very broad vocabulary that includes content-specific and technical terms along with a fluent and sophisticated grasp of the English language. Their growing understanding of the nuances of language will aid them in analyzing an author’s point of view, recognizing the rhetorical elements of an argument, and in the development of tone and mood in works of literature. Students at this level of development will apply their critical thinking skills to the comparison and analysis of a variety of works in different artistic and digital mediums, and to the transformation of classical source works such as Shakespeare or Homer into modern pieces. Students are able to identify and understand the interplay of more than one central idea within a single text, appreciating the way that ideas can build upon one another to achieve a complexity of thought. Students at this level can effectively evaluate primary and secondary source material from a variety of resources including digital resources and historic documents. Students can introduce and support arguments with valid reasoning, use accepted formatting and citation styles with ease, and convey complex ideas effectively using appropriate structures. Sustained research

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Prerequisite:	projects are common place, and students are comfortable presenting findings to both large and small groups in multi-modal formats. <i>English III</i>
Course Title:	Reading Enrichment (Does not count as an English unit of credit)
Course Number:	(9126)
Course Description:	This course is an extension of Communication Skills 23.081. It provides additional remediation for students who have still not mastered the language arts objectives for the Georgia High School Graduation Test. It enhances essential reading skills necessary to promote continual development in reading. This course should meet the guidelines for Remedial Education Program.
Prerequisite:	<i>This course requires recommendation by the student’s teacher.</i>
Course Title:	Basic Reading/Writing I (BRWI) (Does not count as an English unit of credit)
Course Number:	(9127)
Course Description:	Provides fundamental skills development in all areas of English/Language Arts in a language lab setting; includes drill and practice opportunities in writing, organizing, speaking, reading, and critical thinking.
Prerequisite:	<i>This course requires recommendation by the student’s teacher.</i>
Course Title:	Basic Reading/Writing II (BRWII) (Does not count as an English unit of credit)
Course Number:	(9128)
Course Description:	Enhances level-one skills in a language lab setting. Provides further application of skills in writing, organizing, speaking, reading, and critical thinking activities. Includes preparation for various required state assessments.
Prerequisite:	This course requires recommendation by the student’s teacher and/or completion of <i>Basic Reading/Writing I</i> .
Course Title:	Basic Reading/Writing III (BRWIII) (Does not count as an English unit of credit)
Course Number:	(9129)
Course Description:	Enhances level-two skills through an intensive small group environment. Focuses on writing, organizing, speaking, reading, and critical thinking and includes preparation for various required state assessments (e.g., High School Graduation Test, Georgia Writing Assessment).
Prerequisite:	This course requires recommendation by the student’s teacher and/or completion of <i>Basic Reading/Writing II</i> .
Course Description:	Basic Reading/Writing IV (BRWIV) (Does not count as an English unit of credit)
Course Number:	(9130)
Course Description:	Enhances level-three skills. Provides in-depth concentration on writing, organizing, speaking, reading, and critical thinking activities. Includes preparation for various required state assessments (e.g., High School Graduation Test, Georgia Writing Assessment).
Prerequisite:	This course requires recommendation by the student’s teacher and/or completion of <i>Basic Reading/Writing III</i> .

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Course Title: **Advanced Placement English Literature (IV)**
Course Number: **(1st Semester – 3834, Also Offered Online) (2nd Semester - 3844)**
Course Description: AP English IV is a college-level course, which gives students the opportunity to analyze, read, discuss, and write about challenging selections in world literature. It provides the practice and guidance needed to fully prepare for the AP examination in English Literature. Students will take the College Board Advanced Placement English Literature and Composition Examination in early May for college credit and/or advanced standing. Summer reading is required.
Prerequisite: *English III*

Course Title: **Scholastic Assessment Test (SAT) Preparation (Does not count as an English unit of credit)**
Course Number: **(9120)**
Course Description: The Verbal semester of SAT Preparation is an elective course designed for students who have completed English I or Honors English I. The major topic of study will be the Verbal section of the SAT. Students will become familiar with SAT format and the concepts tested on the SAT. Students will be introduced strategies and key test taking skills. They will also take full-length practice tests and learn about the scoring of the SAT.
Prerequisite: *Completion of English I or Honors English I*

Course Title: **English Study Skills (Does not count as an English unit of credit)**
Course Number: **(1st Semester – 6615) (2nd Semester - 6616)**
Course Description: This course is designed to support freshmen in the areas of reading, writing, and communication. The instructional setting will consist of varied teaching strategies that address multiple learning styles. Students enrolled in this course will receive instruction that focuses on reading, writing, speaking, critical thinking, and organization.
Prerequisite: *This course requires recommendation by the student’s counselor.*

Course Title: **Writer’s Workshop (Does not count as an English unit of credit)**
Course Number: **(1st Semester – 3850) (2nd Semester – 3851)**
Course Description: The Writer’s Workshop course will offer opportunities for students to enhance their grammar and style techniques toward maturity as writers. Students will delve into traditions and complexities of writers, gaining insight into analytical skills and thematic connections between past and current voices. In addition, students will compose their own creative works, and will also be responsible for editing and publishing either a literary journal or a school paper.

The student population should be highly motivated 11th and 12th graders who have an interest in the study of creative writing. The course may count as an elective only for students in a College Prep sequence and as a core class or elective for students in the Career/Tech Prep sequence.

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Course Title: **Journalism I (Yearbook) (Does not count as an English unit of credit)**
Course Number: **(1st Semester – 3882) (2nd Semester – 3892)**
Course Description Journalism is an elective course. Students who are on the school yearbook or school newspaper staffs may be enrolled in journalism in grades 9-12.

Course Title: **Journalism II (Yearbook) (Does not count as an English unit of credit)**
Course Number: **(1st Semester – 3894) (2nd Semester – 3895)**
Course Description Journalism is an elective course. Students who are on the school yearbook or school newspaper staffs may be enrolled in journalism in grades 9-12.

Course Title: **Journalism III (Yearbook) (Does not count as an English unit of credit)**
Course Number: **(1st Semester – 3900) (2nd Semester – 3901)**
Course Description Journalism is an elective course. Students who are on the school yearbook or school newspaper staffs may be enrolled in journalism in grades 9-12.

Course Title: **Journalism IV (Yearbook) (Does not count as an English unit of credit)**
Course Number: **(1st Semester – 3905) (2nd Semester – 3906)**
Course Description Journalism is an elective course. Students who are on the school yearbook or school newspaper staffs may be enrolled in journalism in grades 9-12.

Course Title: **Journalism I (Newspaper) (Does not count as an English unit of credit)**
Course Number: **(1st Semester – 3910) (2nd Semester – 3911)**
Course Description Journalism is an elective course. Students who are on the school yearbook or school newspaper staffs may be enrolled in journalism in grades 9-12.

Course Title: **Journalism II (Newspaper) (Does not count as an English unit of credit)**
Course Number: **(1st Semester – 3915) (2nd Semester – 3916)**
Course Description Journalism is an elective course. Students who are on the school yearbook or school newspaper staffs may be enrolled in journalism in grades 9-12.

Course Title: **Journalism III (Newspaper) (Does not count as an English unit of credit)**
Course Number: **(1st Semester – 3920) (2nd Semester – 3921)**
Course Description Journalism is an elective course. Students who are on the school yearbook or school newspaper staffs may be enrolled in journalism in grades 9-12.

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Course Title: **Journalism IV (Newspaper) (Does not count as an English unit of credit)**
Course Number: **(1st Semester – 3925) (2nd Semester – 3926)**
Course Description Journalism is an elective course. Students who are on the school yearbook or school newspaper staffs may be enrolled in journalism in grades 9-12.

Course Title: **Lit/ History of New Testament**
Course Number: **3862**
Course Description The purpose of the course shall be to accommodate the rights and desires of those teachers and students who wish to teach and study the New Testament and to familiarize students with the contents of the New Testament, the history recorded by the New Testament, the literary style and structure of the New Testament, the customs and cultures of the peoples and societies recorded in the New Testament and the influence of the New Testament upon law, history, government, literature, art, music, customs, morals, values, and culture. The topics may include the historical background and events of the period; the life of Jesus of Nazareth; the parables of Jesus; the life and travels of Paul; and the influence of New Testament history and literature on subsequent art, music, literature, law, and events.

MATHEMATICS

(All courses within this discipline are HOPE Scholarship eligible courses except where noted.)

Mathematics course offerings for students who enroll in high school in 2012-2013 and subsequent school years.

- Course Title:** **Mathematics I:** CCGPS Coordinate Algebra
Course Number: (1st Semester -4500) (2nd Semester -4501) (available beginning 2012-2013 school year)
- Course Description:** The fundamental purpose of Coordinate Algebra is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Coordinate Algebra uses algebra to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.
- Prerequisite:** *Successful completion of Grade 8 Mathematics and enroll in high school during the 2011-2012 school year or thereafter.*
-
- Course Title:** **Mathematics II:** CCGPS Analytic Geometry
Course Number: (1st Semester -4510) (2nd Semester -4511) (available beginning 2013-2014 school year)
- The focus of Analytic Geometry on the coordinate plane is organized into 6 critical areas. Transformations on the coordinate plane provide opportunities for the formal study of congruence and similarity. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. The study of circles uses similarity and congruence to develop basic theorems relating circles and lines. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. Quadratic expressions, equations, and functions are developed; comparing their characteristics and behavior to those of linear and exponential relationships from Coordinate Algebra. Circles return with their quadratic algebraic representations on the coordinate plane. The link between probability and data is explored through conditional probability. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.
- Prerequisite:** *Successful completion of CCGPS Coordinate Algebra and enroll in high school during the 2011-2012 school year or thereafter.*
-
- Course Title:** **Mathematics III:** CCGPS Advanced Algebra
Course Number: (1st Semester -4520) (2nd Semester -4521) (available beginning 2014-2015 school year)
- It is in Advanced Algebra that students pull together and apply the accumulation of learning that they have from their previous courses, with content grouped into six critical areas, organized into units. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions. They expand their study of right triangle trigonometry to model periodic phenomena. And, finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. The Mathematical Practice Standards apply throughout each course

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and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Prerequisite: *Successful completion of CCGPS Analytic Geometry and enroll in high school during the 2011-2012 school year or thereafter.*

Course Title: **Mathematics IV: CCGPS Pre-Calculus**
Course Number: **(1st Semester -4530) (2nd Semester -4531) (available beginning 2015-2016 school year)**

Pre-Calculus focuses on standards to prepare students for a more intense study of mathematics. The critical areas organized in seven units delve deeper into content from previous courses. The study of circles and parabolas is extended to include other conics such as ellipses and hyperbolas. Trigonometric functions are further developed to include inverses, general triangles and identities. Matrices provide an organizational structure in which to represent and solve complex problems. Students expand the concepts of complex numbers and the coordinate plane to represent and operate upon vectors. Probability rounds out the course using counting methods, including their use in making and evaluating decisions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Prerequisite: *Successful completion of CCGPS Advanced Algebra and enroll in high school during the 2011-2012 school year or thereafter.*

Course Title: Accelerated CCGPS Coordinate Algebra/Analytic Geometry A
Course Number: **(1st Semester -4504) (2nd Semester -4505)**

The fundamental purpose of Accelerated CCGPS Coordinate Algebra/Analytic Geometry A is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Coordinate Algebra uses algebra to deepen and extend understanding of geometric knowledge from prior grades. The next unit in the course ties together the algebraic and geometric ideas studied. Transformations on the coordinate plane provide opportunities for the formal study of congruence and similarity. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. The study of circles uses similarity and congruence to develop basic theorems relating circles and lines and rounds out the course. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Prerequisite: *Successful completion of Advanced Grade 8 Mathematics and enroll in high school during the 2011-2012 school year or thereafter.*

Course Title: Accelerated CCGPS Analytic Geometry B / Advanced Algebra
Course Number: **(1st Semester -4514) (2nd Semester -4515)**

The focus of Accelerated CCGPS Analytic Geometry B / Advanced Algebra is organized into 10 critical areas. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. Quadratic expressions, equations, and functions are developed; comparing their characteristics and behavior to those of linear and exponential relationships from Coordinate Algebra. Circles return with their quadratic algebraic representations on the coordinate plane. The link between probability and data is explored through conditional probability. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions. They expand their

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study of right triangle trigonometry to model periodic phenomena. And, finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Prerequisite: *Successful completion of Accelerated CCGPS Coordinate Algebra/Analytic Geometry A and enroll in high school during the 2011-2012 school year or thereafter.*

Course Title: Accelerated CCGPS Pre-Calculus

Course Number: (1st Semester - 4701) (2nd Semester - 4702) (Also Offered Online)

Pre-Calculus focuses on standards to prepare students for a more intense study of mathematics. The critical areas organized in seven units delve deeper into content from previous courses. The study of circles and parabolas is extended to include other conics such as ellipses and hyperbolas. Trigonometric functions are further developed to include inverses, general triangles and identities. Matrices provide an organizational structure in which to represent and solve complex problems. Students expand the concepts of complex numbers and the coordinate plane to represent and operate upon vectors. Probability rounds out the course using counting methods, including their use in making and evaluating decisions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Prerequisite: *Successful completion of Accelerated CCGPS Analytic Geometry B/Advanced Algebra and enroll in high school during the 2011-2012 school year or thereafter.*

Course Title: **Advanced Placement Calculus (AB / BC)**

Course Number: **AB (1st Semester - 4764) (2nd Semester - 4774)**

BC (1st Semester - 4766) (2nd Semester - 4776)

Course Description: These courses are comparable to the first and second college level calculus courses. Students will be required to take the Advanced Placement Calculus AB or BC Exam. The courses include a study of elementary functions, limits and continuity, and differential and integral calculus.

Prerequisite: *Successful completion of CCGPS Pre-Calculus or its equivalent.*

Course Title: **Advanced Placement Statistics**

Course Number: (1st Semester – 4893) (2nd Semester - 4894)

Course Description: This course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students study four broad conceptual themes:

1. Exploring data by observing patterns and departures from patterns
2. Planning a study, including deciding what and how to measure
3. Anticipating patterns by producing models using probability theory and simulation
4. Statistical inference through modeling

Pre- or Co-requisite: *Successful completion of CCGPS Advanced Algebra or higher.*

Course Title: **CCGPS Coordinate Algebra Support (This is a mathematics elective.)**

Course Number: (1st Semester – 4502) (2nd Semester –4503)

Course Description: This course is designed for students entering high school who need additional support in the area of mathematics. The course will assist students in mastering the skills necessary for success in CCGPS Coordinate Algebra.

Prerequisite: *Recommendation by an administrator, teacher, or counselor. Must be taken with*

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CCGPS Coordinate Algebra. (Does not earn math core academic credit.)

Course Title: **CCGPS Analytic Geometry Support (This is a mathematics elective.)**
Course Number: **(1st Semester –4512) (2nd Semester –4513)**
Course Description: This course is designed for students who have passed CCGPS Coordinate Algebra but continue to need additional support in the area of mathematics. The course will assist students in mastering the skills necessary for success in CCGPS Analytic Geometry.
Prerequisite: *Recommendation by an administrator, teacher, or counselor. Must be taken with CCGPS Analytic Geometry. (Does not earn math core academic credit.)*

Course Title: **CCGPS Advanced Algebra Support (This is a mathematics elective.)**
Course Number: **(1st Semester –4522) (2nd Semester – 4523)**
Course Description: This course is designed for students who have passed CCGPS Analytic Geometry but continue to need additional support in the area of mathematics. The course will assist students in mastering the skills necessary for success in CCGPS Advanced Algebra.
Prerequisite: *Recommendation by an administrator, teacher, or counselor. Must be taken with CCGPS Advanced Algebra. (Does not earn math core academic credit.)*

Course Title: **Mathematics of Finance**
Course Numbers: **(1st Semester -4839) (2nd Semester -4840)**
Course Description: Mathematics of Finance is a course designed to follow the completion of CCGPS Advanced Algebra. The course concentrates on the mathematics necessary to understand and make informed decisions related to personal finance. The mathematics in the course will be based on many topics in prior courses; however, the specific applications will extend the student’s understanding of when and how to use these topics. In this course, students will learn the mathematics involved in:

- amortization of loans,
- stock transactions,
- credit cards,
- taxes,
- budgets,
- automobile purchases,
- fuel economy,
- Social Security,
- Medicare,
- retirement planning,
- checking and savings accounts,
- transportation,
- budgeting,
- home rental or ownership,
- other related finance applications

Students will also use basic functions to solve and model problems related to stock transactions, banking and credit, employment and taxes, rent and mortgages, retirement planning, and other related finance applications.

Prerequisite: *Successful completion of CCGPS Advanced Algebra*
Special Note: **This course is not recognized by the Board of Regents**

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Course Title: **Advanced Mathematical Decision Making**
Course Numbers: **(1st Semester - 4855) (2nd Semester - 4856)**
Course Description: Advanced Mathematical Decision Making is provided as a fourth-year course to follow CCGPS Advanced Algebra. Its primary purpose is to prepare students for college majors that are not math intensive, for technical training, or for a range of career options. The primary focal points of Advanced Mathematical Decision Making include:

- the analysis of information using statistical methods and probability,
- modeling change and mathematical relationships,
- mathematical decision making in finance and society, and
- spatial and geometric modeling for decision making.

In Advanced Mathematical Decision Making, students will learn to become critical consumers of the quantitative data that surround them every day, knowledgeable decision makers who use logical reasoning, and mathematical thinkers who can use their quantitative skills to solve problems related to a wide range of situations.

Prerequisite: *Successful completion of CCGPS Advanced Algebra*

Mathematics course offerings for students who enrolled in high school prior to the 2012-2013 school year.

Course Title: **Mathematics I: Algebra / Geometry / Statistics**
Course Number: **(1st Semester - 4701) (2nd Semester - 4702) (Also Offered Online)**
Course Description: This is the first in a sequence of mathematics courses designed to ensure that students are college and work ready. It requires students to:

- explore the characteristics of basic functions utilizing tables, graphs, and simple algebraic techniques;
- operate with radical, polynomial, and rational expressions;
- solve a variety of equations, including quadratic equations with leading coefficient of one, radical equations, and rational equations;
- investigate properties of geometric figures in the coordinate plane;
- use the language of mathematical argument and justification;
- discover, prove, and apply properties of polygons;
- utilize counting techniques and determine probability;
- use summary statistics to compare samples to populations; and
- explore the variability of data.

Prerequisite: *Successful completion of Grade 8 Mathematics.*

Course Title: **Accelerated Mathematics I: Geometry / Algebra II / Statistics**
Course Number: **(1st Semester - 4703) (2nd Semester - 4704)**
Course Description: This is the first in a sequence of mathematics courses designed to ensure that students are prepared to take Advanced Placement Calculus or Advanced Placement Statistics during their high school career. It requires students to:

- represent and operate with complex numbers;

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- explore the characteristics of basic functions utilizing tables, graphs, and simple algebraic techniques;
- operate with radical, polynomial, and rational expressions;
- solve equations, including quadratic, radical, and rational equations;
- investigate properties of geometric figures in the coordinate plane;
- use the language of mathematical argument and justification;
- discover, prove, and apply properties of polygons, circles and spheres;
- utilize counting techniques and determine probability;
- use summary statistics to compare sample data distributions and to relate sample statistics to corresponding population parameters;
- explore variability of data; and
- fit curves to data and examine the issues related to curve fitting.

Prerequisite: *Successful completion of Grade 8 Mathematics and verified qualification by counselor.*

Course Title: **Mathematics II: Geometry / Algebra II/ Statistics**
Course Number: **(1st Semester - 4711) (2nd Semester - 4712) (Also Offered Online)**
Course Description: This is the second in a sequence of mathematics courses designed to ensure that students are college and work ready. It requires students to:

- represent and operate with complex numbers;
- use numerical, graphical, and algebraic techniques to explore quadratic, exponential, and piecewise functions and to solve quadratic, exponential and absolute value equations and inequalities;
- use algebraic models to represent and explore real phenomena;
- explore inverses of functions;
- use right triangle trigonometry to formulate and solve problems;
- discover, justify, and use properties of circles and spheres;
- use sample data to make informal inferences about population means and standard deviations; and
- fit curves to data and examine the issues related to curve fitting.

Prerequisite: *Successful completion of Mathematics I or its equivalent.*

Course Title: **Accelerated Mathematics II: Advanced Algebra / Geometry / Statistics**
Course Number: **(1st Semester - 4713) (2nd Semester - 4714)**
Course Description: This is the second in a sequence of mathematics courses designed to ensure that students are prepared to take Advanced Placement Calculus or Advanced Placement Statistics during their high school career. It requires students to:

- explore the characteristics of exponential, logarithmic, and higher degree polynomial functions using tables, graphs, and algebraic techniques;
- explore inverses of functions;
- use algebraic models to represent and explore real phenomena;
- solve a variety of equations and inequalities using numerical, graphical, and algebraic techniques with appropriate technology;
- use matrices to formulate and solve problems;
- use linear programming to solve problems;
- use matrices to represent and solve problems involving vertex-edge;
- use right triangle trigonometry to formulate and solve problems;
- investigate the relationships between lines and circles;
- recognize, analyze, and graph the equations of conic sections;
- investigate planes and spheres;

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- use sample data to make informal inferences about population means and standard deviations;
- solve problems by interpreting a normal distribution as a probability distribution; and
- design and conduct experimental and observational studies.

Prerequisite:

Successful completion of Accelerated Mathematics I or its equivalent.

Course Title:

Mathematics III: Advanced Algebra / Geometry / Statistics

Course Number:

(1st Semester - 4823) (2nd Semester – 4824)

Course Description:

This is the third in a sequence of mathematics courses designed to ensure that students are college and work ready. It requires students to:

- analyze polynomial functions of higher degree;
- explore logarithmic functions as inverses of exponential functions;
- solve a variety of equations and inequalities numerically, algebraically, and graphically;
- use matrices and linear programming to represent and solve problems;
- use matrices to represent and solve problems involving vertex-edge graphs
- investigate the relationships between lines and circles;
- recognize, analyze, and graph the equations of conic sections;
- investigate planes and spheres;
- solve problems by interpreting a normal distribution as a probability distribution; and
- design and conduct experimental and observational studies.

Prerequisite:

Successful completion of Mathematics II or its equivalent.

Course Title:

Accelerated Mathematics III: Precalculus / Trigonometry / Statistics

Course Number:

(1st Semester - 4843) (2nd Semester - 4844)

Course Description:

This is the third in a sequence of mathematics courses designed to ensure that students are prepared to take Advanced Placement Calculus or Advanced Placement Statistics during their high school career. It requires students to:

- investigate and use rational functions;
- analyze and use trigonometric functions, their graphs, and their inverses;
- find areas of triangles using trigonometric relationships;
- use trigonometric identities to solve problems and verify equivalence statements;
- solve trigonometric equations analytically and with technology;
- use complex numbers in trigonometric form;
- understand and use vectors;
- use sequences and series;
- explore parametric representations of plane curves;
- explore polar equations;
- investigate the Central Limit theorem; and
- use margins of error and confidence intervals to make inferences from data.

Prerequisite:

Successful completion of Accelerated Mathematics II or its equivalent.

Course Title:

Mathematics IV: Precalculus / Trigonometry / Statistics

Course Number:

(1st Semester - 4841) (2nd Semester - 4842)

Course Description:

This is a fourth year mathematics course designed to prepare students for calculus and other college level mathematics courses. It requires students to:

- investigate and use rational functions;
- analyze and use trigonometric functions, their graphs, and their inverses;
- use trigonometric identities to solve problems and verify equivalence statements;
- solve trigonometric equations analytically and with technology;
- find areas of triangles using trigonometric relationships;

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- use sequences and series;
 - understand and use vectors;
 - investigate the Central Limit theorem; and
 - use margins of error and confidence intervals to make inferences from data.
- Successful completion of Mathematics III or its equivalent.*

Prerequisite:

Course Title: **Advanced Placement Calculus (AB / BC)**
Course Number: **AB (1st Semester - 4764) (2nd Semester - 4774)**
BC (1st Semester - 4766) (2nd Semester - 4776)
Course Description: These courses are comparable to the first and second college level calculus courses. Students will be required to take the Advanced Placement Calculus AB or BC Exam. The courses include a study of elementary functions, limits and continuity, and differential and integral calculus.
Prerequisite: *Successful completion of Accelerated Mathematics III or its equivalent.*

Course Title: **Advanced Placement Statistics**
Course Number: **(1st Semester – 4893) (2nd Semester - 4894)**
Course Description: This course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students study four broad conceptual themes:

1. Exploring data by observing patterns and departures from patterns
2. Planning a study, including deciding what and how to measure
3. Anticipating patterns by producing models using probability theory and simulation
4. Statistical inference through modeling

Pre- or Co-requisite: *Successful completion of Mathematics II, Accelerated Mathematics II, or higher.*

Course Title: **Math I Support (This is a mathematics elective.)**
Course Number: **(1st Semester – 4843) (2nd Semester – 4844)**
Course Description: This course is designed for students entering high school who need additional support in the area of mathematics. The course will assist students in mastering the skills necessary for success in Mathematics I.
Prerequisite: *Recommendation by an administrator, teacher, or counselor. Must be taken with Mathematics I. (Does not earn math core academic credit.)*

Course Title: **Math II Support (This is a mathematics elective.)**
Course Number: **(1st Semester – 4911) (2nd Semester – 4912)**
Course Description: This course is designed for students who have passed Mathematics I but continue to need additional support in the area of mathematics. The course will assist students in mastering the skills necessary for success in Mathematics II.
Prerequisite: *Recommendation by an administrator, teacher, or counselor. Must be taken with Mathematics II. (Does not earn math core academic credit.)*

Course Title: **Math III Support (This is a mathematics elective.)**
Course Number: **(1st Semester – 4915) (2nd Semester – 4916)**
Course Description: This course is designed for students who have passed Mathematics II but continue to need additional support in the area of mathematics. The course will assist students in mastering the skills necessary for success in Mathematics III.
Prerequisite: *Recommendation by an administrator, teacher, or counselor. Must be taken with Mathematics III. (Does not earn math core academic credit.)*

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Course Title: **Mathematics of Finance**
Course Numbers: **(1st Semester - 4839) (2nd Semester - 4840)**
Course Description: Mathematics of Finance is a course designed to follow the completion of Mathematics III or Accelerated Mathematics II. The course concentrates on the mathematics necessary to understand and make informed decisions related to personal finance. The mathematics in the course will be based on many topics in prior courses; however, the specific applications will extend the student’s understanding of when and how to use these topics. In this course, students will learn the mathematics involved in:

- amortization of loans,
- stock transactions,
- credit cards,
- taxes,
- budgets,
- automobile purchases,
- fuel economy,
- Social Security,
- Medicare,
- retirement planning,
- checking and savings accounts,
- transportation,
- budgeting,
- home rental or ownership,
- other related finance applications

Students will also use basic functions to solve and model problems related to stock transactions, banking and credit, employment and taxes, rent and mortgages, retirement planning, and other related finance applications. (*Prerequisite: Mathematics III*)

Prerequisite: *Successful completion of Mathematics III or Accelerated Mathematics II*
Special Note: **This class is not recognized by the Board of Regents.**

Course Title: **Advanced Mathematical Decision Making**
Course Numbers: **(1st Semester - 4855) (2nd Semester - 4856)**
Course Description: Advanced Mathematical Decision Making is provided as a fourth-year course to follow Mathematics III. Its primary purpose is to prepare students for college majors that are not math intensive, for technical training, or for a range of career options. The primary focal points of Advanced Mathematical Decision Making include:

- the analysis of information using statistical methods and probability,
- modeling change and mathematical relationships,
- mathematical decision making in finance and society, and
- spatial and geometric modeling for decision making.

In Advanced Mathematical Decision Making, students will learn to become critical consumers of the quantitative data that surround them every day, knowledgeable decision makers who use logical reasoning, and mathematical thinkers who can use their quantitative skills to solve problems related to a wide range of situations.

Prerequisite: *Successful completion of Mathematics III*

Course Title: **Mathematics III/GHSGT**
Course Number: **(1st Semester – 4917) (2nd Semester – 4918)**
Course Description: This course is designed for students who have passed Mathematics I and Mathematics II but continue to need additional support in the area of

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mathematics. The course will assist students in mastering the skills necessary for success on the mathematics portion of the Georgia High School Graduation Test.

Prerequisite: *Recommendation by an administrator, teacher, or counselor. Passed Mathematics II.*

SCIENCE

(All courses within this discipline are HOPE Scholarship eligible courses.)

Course Title: Physical Science
Course Number: (1st Semester - 5533) (2nd Semester - 5563) (Also Offered Online)
Course Description: This is an introductory laboratory-based science course. Topics in Physics include motion, forces, simple machines, energy, light, electricity, and sound. Chemistry topics include the structure of atoms, elements, mixtures, compounds, and chemical reactions.
Prerequisite: *None.*

Course Title: Biology I
Course Number: (1st Semester - 5633) (2nd Semester - 5643) (Also Offered Online)
Course Description: Biology is the study of life. Students will explore in this laboratory-based course the following areas of biological science: cell structure and processes, basic chemistry and bio-molecules, genetics and evolution, structure and function of organisms, and ecological relationships.
Prerequisite: *None*

Course Title: Biology I Honors
Course Number: (1st Semester - 5665) (2nd Semester - 5666)
Course Description: A more detailed study of life than Biology. Students will explore in this laboratory-based course the same topics covered in Biology with more detail in all areas of biological study. Science fair projects or other designated national or state recognized science activities are required.
Prerequisite: *Should be enrolled in Accelerated CCGPS Coordinate Algebra.*

Course Title: Earth Systems
Course Number: (1st Semester - 5903) (2nd Semester - 5904)
Course Description: This course develops the explanations of phenomena fundamental to the sciences of geology and physical geography, including the early history of the Earth, plate tectonics, landform evolution, the Earth’s geologic record, weather and climate and the history of life on Earth. Instruction should focus on inquiry and development of scientific explanations, rather than mere descriptions of phenomena. Case studies, laboratory exercises, maps, and data analysis should be integrated into units. Special attention should be paid to topics of current interest (e.g., recent earthquakes, tsunamis, global warming, price of resources) and to potential careers in the geosciences.
Prerequisite: *Must have completed one year of Science.*

Course Title: Advanced Placement Biology
Course Number: (1st Semester - 5654) (2nd Semester - 5664)
Course Description: Students receive the same level of instruction, as they would experience at the college level. Topics include molecules and cells (emphasis on biological chemistry, cell structure and function and energy transformations with biological systems), genetics and evolution (molecular genetics, DNA, RNA, heredity, origin of life, natural selection, patterns of evolution), organisms and populations (principles

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of taxonomy, plants and animals, structure and function of various tissues and organs, population dynamics, ecosystems and community dynamics, and bio-geo-chemical cycles. Students are required to take the Advanced Placement Biology Exam. College credit may be given for this course upon successfully passing the College Board AP Exam. *Biology and Chemistry.*

Prerequisite:

Course Title: **Chemistry I**
Course Number: **(1st Semester - 5673) (2nd Semester - 5683) (Also Offered Online)**
Course Description: Chemistry is a laboratory course in which students study the properties and behavior of matter. Students who successfully complete this course may expect to know the nature and structure of atoms, the contributions of various scientists to the development of chemistry as a science, how substances are involved in chemical reactions, and the use of some of the compounds in their everyday life.

Prerequisite: *Passed CCGPS Coordinate Algebra.*

Course Title: **Chemistry I Honors**
Course Number: **(1st Semester - 5723) (2nd Semester - 5724)**
Course Description: The Honors Chemistry course is a laboratory course in which students study the properties and behavior of matter. Topics such as atomic structure, kinetic theory of matter, and chemical reactions will be covered. This course is designed to cover many of the same topics as the average course but in more detail. Science Fair projects or other designated national or state recognized science activities are required. Substantial lab time is required in order to accomplish the objectives set for this course.

Prerequisite: *Passed CCGPS Coordinate Algebra.*

Course Title: **Advanced Placement Chemistry**
Course Number: **(1st Semester - 5694) (2nd Semester - 5704)**
Course Description: The AP Chemistry course is designed to be equivalent to the general chemistry course usually taken during the freshman year of college. Topics such as the structure of matter, kinetic theory of gases, chemical equilibrium, chemical kinetics, and the basic concepts of thermodynamics will be presented in considerable depth. Substantial lab time is required in order to accomplish the objectives set for this course. Students will be required to take the Advanced Placement Chemistry Exam. College credit may be given for this course upon successfully passing the College Board AP Exam.

Prerequisite: *Chemistry I, enrolled in Mathematics III.*

Course Title: **Human Anatomy/Physiology**
Course Number: **(1st Semester - 5833) (2nd Semester – 5843)**
Course Description: Anatomy and physiology is an extensive activity and lab-based **elective** course that integrates the study of the structures and functions of the human body. Areas of study include levels of organization, support and movement, integration and coordination, process and transport, and reproduction. Required in the course are various detailed mammalian dissections. Important components of the course are various projects, review of medical issues, and application of knowledge to technology and society.

Prerequisite: *Passed Biology.*

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Course Title: **Physics**
Course Number: **(1st Semester – 5754) (2nd Semester - 5764)**
Course Description: The Physics curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to be proficient in physics. This curriculum includes more abstract concepts such as interactions of matter and energy, velocity, acceleration, force, energy, momentum, and charge. Students investigate physics concepts through experience in laboratories and field work using the process of inquiry.
Prerequisite: *Passed CCGPS Coordinate Algebra and Math II; enrolled in Math III or Accelerated Math II.*

Course Title: **Physics I Honors**
Course Number: **(1st Semester - 5753) (2nd Semester - 5763) (Also Offered Online)**
Course Description: Physics is a physical science laboratory course describing the physical laws governing the universe. Physics involves a description of various types of motion, forces, energy, as well as a host of various wave mechanics concepts, such as: light, sound, and electromagnetic phenomena. Additionally, extensive laboratory research is conducted to reinforce the concepts studied.
Prerequisite: *Passed Accelerated CCGPS Coordinate Algebra and Accelerated Math II; enrolled in Accelerated Math III .*

Course Title: **Advanced Placement Physics**
Course Number: **(1st Semester - 5768) (2nd Semester – 5769)**
Course Description: The AP Physics course is designed to be the equivalent to the general physics course usually taken during college. This course requires that the student be able to solve analytical and mathematical problems, which include the use of calculus applications. The first half of the year is devoted to mechanics. The second half of the year, the primary emphasis is on classical electricity and magnetism. Students will be required to take the Advanced Placement Physics Exam. College credit may be given for this course upon successfully passing the College Board AP Exam.
Prerequisite: *Passed Chemistry.*

Course Title: **Environmental Science**
Course Number: **(1st Semester - 5852) (2nd Semester - 5853)**
Course Description: Environmental Science is an elective designed as an integrated and global approach to science and technology. The concepts in this course focus on the links between living things, their surroundings, and the total environment of the planet. The scientific principles and related technology will assist the student in understanding the relationships between local, national, and global environmental issues.
Prerequisite: *Passed Biology and Physical Science.*

Course Title: **Advanced Placement Environmental Science**
Course Number: **(1st Semester - 5854) (2nd Semester – 5855)**
Course Description: Students receive the same level of instruction, as they would experience at the college level. AP Environmental Science is designed to provide

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

Prerequisite:

Biology I and Chemistry.

Course Title:

Astronomy

Course Number:

40.02100

Course Description:

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.

SOCIAL STUDIES

(All courses within this discipline are HOPE Scholarship eligible courses.)

Course Title: **World Geography**
Course Number: **(1st Semester - 6522) (2nd Semester - 6523)**
Course Description: World Geography investigates regions of the world and how these regions influence the historical, economic, political, and cultural development in an interdependent world. The five themes of geography (place, location, region, movement, and human-environment interaction) are used to study the various regions of the world. Emphasis is placed on decision-making, cultural diversity, and the interdependency of today’s world.
Prerequisite: *None*

Course Title: **Honors World Geography**
Course Number: **(1st Semester - 6527) (2nd Semester – 6529)**
Course Description: World Geography investigates regions of the world and how these regions influence the historical, economic, political, and cultural development in an interdependent world. The five themes of geography (place, location, region, movement, and human-environment interaction) are used to study the various regions of the world. Emphasis is placed on decision-making, cultural diversity, and the interdependency of today’s world. This course is similar to World Geography, except students examine geography in more detail and analyze topics in greater depth.
Prerequisite: *None*

Course Title: **Advanced Placement Human Geography**
Course Number: **(1st Semester -6548) (2nd Semester – 6549)**
Course Description: The course will follow the instructional goals and descriptions from the College Board. The purpose of the AP Course in Human Geography 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.
Prerequisites: *None*

Course Title: **World History**
Course Number: **(1st Semester - 6532) (2nd Semester - 6542) (Also Offered Online)**
Course Description: World History is a required course for graduation that emphasizes the political, cultural, economic, and social development and growth of civilizations. It examines 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.
Prerequisite: *None*

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Course Title: **Honors World History**
Course Number: **(1st Semester - 6543) (2nd Semester - 6544)**
Course Description: Honors World History is a required course for graduation that emphasizes the political, cultural, economic, and social development and growth of civilizations. It examines 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. This course is similar to World History, except students examine history in more detail and analyze events in greater depth.
Prerequisite: *None*

Course Title: **Advanced Placement World History**
Course Number: **(1st Semester – 6545) (2nd Semester - 6547)**
Course Description: Advanced Placement World History conforms to College Board topics for the Advanced Placement World History Examination. The course explores the dynamics of continuity and change across the historical periods that are included in the course. Students will analyze the processes and causes involved. The course will focus on five overarching themes (1) interaction between humans and the environment; (2) development and interaction of cultures; (3) state-building, expansion, and conflict; (4) creation, expansion, and interaction of economic systems; (5) development and transformation of social structures which serve as unifying threads to help students put periods into a large framework.
Prerequisite: *AP Human Geography or Honors Geography suggested*

Course Title: **U.S. History**
Course Number: **(1st Semester - 6552) (2nd Semester - 6562) (Also Offered Online)**
Course Description: United States History is a required course for graduation. Topics include the social, political, technological, and economic issues relating to the history of the United States from the colonial era through the present. Basic social studies skills and critical thinking are integrated and reinforced into each area of United States History.
Prerequisite: *None*

Course Title: **Honors U.S. History**
Course Number: **(1st Semester -6554) (2nd Semester -6556)**
Course Description: United States History is a required course for graduation. Topics include the social, political, technological, and economic issues relating to the history of the United States from the colonial era through the present. Social studies skills and critical thinking are integrated and reinforced into each area of United States History. This course is similar to U.S. History, except students examine U.S. history in more detail and analyze topics in greater depth.
Prerequisite: *None*

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Course Title: **Advanced Placement U.S. History**
Course Number: **(1st Semester – 6574, Also Offered Online) (2nd Semester - 6584)**
Course Description: Advanced Placement United States History conforms to College Board topics for the Advanced Placement United States History Examination. The course explores themes which help students to think conceptually about the American past and focus on historical change over time. The course focuses on themes such as American diversity, American identity, culture, demographic changes, economic transformations, environment, globalization, politics and citizenship, reform, religion, slavery and its legacy, and war and diplomacy that will help students put time periods into larger framework.
Prerequisite: *AP Human Geography or AP World History recommended.*

Course Title: **Advanced Placement European History**
Course Number: **6590**
Course Description: Advanced Placement European History conforms to the College Board topics for the Advanced Placement European History Examination. The study of European History since 1450 examines cultural, economic, political, and social developments that played a fundamental role in shaping the world. In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop (a) an understanding of some of the principal themes of European History, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.
Prerequisite: AP Human Geography, Honors Geography, Honors or AP World History, Honors or AP *United States History suggested*

Course Title: **Economics**
Course Number: **6632 (1/2 Credit Offered Online)**
Course Description: Economics is a survey course that is required for graduation and is taken in the 12th grade. Topics include fundamental concepts, microeconomics, macroeconomics, international economics, and personal finance. Economics integrates and reinforces critical thinking and social studies skills.
Prerequisite: *None*

Course Title: **Honors Economics**
Course Number: **6634**
Course Description: Economics is a survey course that is required for graduation and is taken in the 12th grade. Topics include comparative economic systems, U.S. economic institutions, fiscal policy, international interdependence, business and market structure, scarcity, supply and demand, and consumerism. Economics integrates and reinforces critical thinking and basic social studies skills. This course is similar to Economics, except students examine economics in more detail and analyze topics in greater depth.
Prerequisite: *None*

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Course Title: **Advanced Placement Microeconomics**
Course Number: **6651**
Course Description: The purpose of an AP course in microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. **This class will meet the economics graduation requirement.
Prerequisite: *None*

Course Title: **Advanced Placement Macroeconomics**
Course Number: **6640**
Course Description: The purpose of an AP course in macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course places particular emphasis on the study of national income and price-level determination and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth and international economics. **This class will meet the economics graduation requirement.
Prerequisite: *None*

Course Title: **American Government**
Course Number: **6512 (1/2 Credit Offered Online)**
Course Description: Government is a survey course that is required for graduation and is to be taken in the 12th grade. Topics covered include the origins of government, the English influence on the American system, the U.S. Constitution, individual rights of citizens, citizenship, the election process, state and local governments, and the three branches of government. It integrates and reinforces the basic social studies skills and critical thinking.
Prerequisite: *None*

Course Title: **Honors American Government**
Course Number: **6516**
Course Description: Government is a survey course that is required for graduation and is to be taken in the 12th grade. Topics covered include the origins of government, the English influence on the American system, the U.S. Constitution, individual rights of citizens, citizenship, the election process, state and local governments, and the three branches of government. It integrates and reinforces the basic social studies skills and critical thinking. This course is similar to American Government, except students examine American government in more detail and analyze topics in greater depth.
Prerequisite: *None*

Course Title: **Advanced Placement Government and Politics: US Focus**
Course Number: **6513**
Course Description: Advanced Placement Government and Politics: US Focus is a one-semester course that conforms to College Board topics for the AP Examination. This course explores constitutional underpinnings of the United States government, political beliefs and behaviors, political

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- Prerequisite:** parties, interest groups and mass media, institutions of national government, public policy, civil rights, and civil liberties.
AP or Honors United States and/or World History recommended.
- Course Title:** **Advanced Placement Government and Politics: Comparative Focus**
Course Number: **6520**
Course Description: Advanced Placement Government and Politics: Comparative Focus is a one-semester course that conforms to College Board topics for the AP Examination. The AP course in Comparative Government and Politics introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. The course aims to illustrate the rich diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate to students the importance of global political and economic changes.
Prerequisite: *AP or Honors United States and/or World History recommended.*
- Course Title:** **Psychology**
Course Number: **6642**
Course Description: Psychology is an elective survey course. Topics include the history of psychology, the study of learning, memory and thought, theories of personality, insights into stress and conflict, factors influencing motivation and emotion, social and moral development, and types of mental illnesses and their treatment. It integrates and reinforces the basic social studies skills and critical thinking.
Prerequisite: *None*
- Course Title:** **Advanced Placement Psychology**
Course Number: **(1st Semester -6644) (2nd Semester -6646)**
Course Description: Advanced Placement Psychology conforms to College Board topics for the Advanced Placement Psychology Examination. The course explores the systematic and scientific study of the behavior and mental processes of human beings and other animals. Psychological facts, principles, and phenomena associated with the various subfields of psychology will be introduced.
Prerequisite: *AP World History, AP United States History recommended.*
- Course Title:** **Sociology**
Course Number: **6672**
Course Description: Sociology is an elective survey course. Topics include the background of sociology, sociological research and methods, insights into culture, socialization skills and influences, and social institutions. It integrates and reinforces the basic social studies skills and critical thinking.
Prerequisite: *None*
- Course Title:** **African American Studies**
Course Number: **(1st Semester 6730) (2nd Semester 6731)**
Course Description: African American Studies is an elective course that will serve to teach student about contributions made by individual African-Americans in government, the arts, humanities, and science. The students will examine African-American participation in the development of the

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United States and Africa, African-American pursuit of equal treatment under the laws. Major topics of this course are slavery and Reconstruction, the Harlem Renaissance, Civil Rights Movement, African-American Literature, Education and African-Americans, social issues and African-Americans in the 21st Century. This course is for juniors and seniors.

Prerequisite:

None

Course Title:

Current Issues

Course Number:

(First Semester – 6692) (Second Semester – 6702)

Course Description:

Current Issues identifies topics of current social, economic, or political interest. Students will identify sources of information – the media, computer network- distinguish fact from opinion in sources and validate sources as to their authority, credibility, and possible bias. Students will examine how different points of view on issues have been influenced by race, religion, and ethnicity. Topics to be examined include technology and society, environment and energy, social interactions, world conflict, and economic issues. This is an elective course open to all high school students.

Prerequisite:

None

CAREER, TECHNICAL, & AGRICULTURAL EDUCATION
All courses may not be available in all schools. Please check with your school for course offerings.

Agricultural Education

AgriScience Pathway

Course Title:	Basic Agricultural Science & Technology
Course Number:	(1st Semester –2542.4) (2nd Semester –2543.4)
Course Description:	This course is designed as an introduction or support course for the AgriScience Pathway Program of Study. The course introduces the major areas of scientific agricultural production and research; presents problem solving lessons and introductory skills and knowledge in agricultural science and agri-related technologies. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities. This course gives an overview of many agricultural sciences topics. The following are examples of topics that can be covered: Veterinary Medicine, Plant Science, Animal Science, Natural Resources, Biotechnology, and Aquaculture.
Prerequisite:	<i>None</i>
Course Title:	Plant Sciences and Biotechnology
Course Number:	(1st Semester-2540.4) (2nd Semester-2541.4)
Course Description:	Plant science is a basic component of the AgriScience pathway. This course introduces students to the scientific theories, principles, and practices involved in the production and management of plants for food, feed, fiber, conservation and ornamental use. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities. This course gives an overview of the plant science industry. The following are examples of topics that can be covered: Greenhouse Management, Nursery/Landscape Design, Plant Physiology, Plant Taxonomy, Genomics and Plant Genetics, and Hydroponics.
Prerequisite	<i>Basic Agricultural Science & Technology</i>
Course Title:	Animal Science and Biotechnology
Course Number:	(1st Semester-2560.4) (2nd Semester-2561.4)
Course Description:	As part of the AgriScience pathway program of study, this course is designed to introduce students to the scientific principles that underlie the breeding and husbandry of agricultural animals, and the production, processing, and distribution of agricultural animal products. Introduces scientific principles applied to the animal industry; covers reproduction, production technology, processing, and distribution of agricultural animal products. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities. This course gives an overview of the animal science industry. The following are examples of topics that can be covered: Animal Physiology, Agricultural Animal Science Industry, Small Animal Care & Management, Equine Management, Pre-Veterinary Medical Practices, Wildlife Management, Aquaculture, and Genomics & Animal Genetics.
Prerequisite:	<i>Basic Agricultural Science & Technology</i>

Plant Science/Horticulture Pathway

Course Title: **Basic Agricultural Science & Technology**
Course Number: (1st Semester –2542.4) (2nd Semester –2543.4)
Course Description: This course is designed as an introduction or support course for the AgriScience Pathway Program of Study. The course introduces the major areas of scientific agricultural production and research; presents problem solving lessons and introductory skills and knowledge in agricultural science and agri-related technologies. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities. This course gives an overview of many agricultural sciences topics. The following are examples of topics that can be covered: Veterinary Medicine, Plant Science, Animal Science, Natural Resources, Biotechnology, and Aquaculture.

Prerequisite: *None*

Course Title: **General Horticulture and Plant Science - Located at Academy for Advanced Studies**
Course Number: (1st Semester-2512.4) (2nd Semester-2513.4)
Course Description: 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. This course gives an overview of the horticulture industry. The following are examples of topics that can be covered: Plant Physiology, Plant Reproduction, Soil Science, Plant Nutrients, Fertilization Materials & Methods, Insects, Weeds, Diseases, & Physiological Disorders, Irrigation Methods, and Plant Science & Horticulture Careers.

Prerequisite: *Basic Agricultural Science & Technology*

Course Title: **Nursery and Landscape - Located at Academy for Advanced Studies**
Course Number: (1st Semester-2516.4) (2nd Semester-2517.4)
Course Description: This course is designed to provide students with the basic skills and knowledge utilized by the green industry in nursery production and management and landscape design and management. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities. This course gives an overview of the nursery and landscape industries. The following are examples of topics that can be covered: Green Industry, Nursery & Landscape Careers, Nursery & Landscape Tools & Equipment, Nursery & Landscape Plant Taxonomy, Soil Science, Hands-on Landscape Design, Preparation & Planting, Landscape Cost Analysis, and Insect & Disorders.

Prerequisite: *General Horticulture and Plant Science*

Course Title: **Floriculture Production and Management - Located at Academy for Advanced Studies**
Course Number: (1st Semester-2514.4) (2nd Semester-2515.4)
Course Description: This course is designed to introduce students to the principles and practices of floriculture production. Students will develop floriculture skills and the basic understanding necessary to be successful in entry-level positions in the floriculture industry. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities. This course gives an overview of the floriculture industry. The

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following are examples of topics that can be covered: Introduction to Floriculture Science, Production, & Distribution, Floriculture Plant Physiology, Plant Growth Factors, Plant Taxonomy, Greenhouse Design & Management, Soil Science, Sexual & Asexual Reproduction, Essential Plant Nutrients, pH, & Different Types of Media, Insect & Disorders, Floral Design, and Business Management.

Prerequisite:

General Horticulture & Plant Science and Nursery & Landscape

Veterinary Science Pathway

Course Title:	Basic Agricultural Science & Technology
Course Number:	(1st Semester –2542.4) (2nd Semester –2543.4)
Course Description:	This course is designed as an introduction or support course for the AgriScience Pathway Program of Study. The course introduces the major areas of scientific agricultural production and research; presents problem solving lessons and introductory skills and knowledge in agricultural science and agri-related technologies. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities. This course gives an overview of many agricultural sciences topics. The following are examples of topics that can be covered: Veterinary Medicine, Plant Science, Animal Science, Natural Resources, Biotechnology, and Aquaculture.
Prerequisite:	<i>None</i>
Course Title:	Small Animal Care - Located at Academy for Advanced Studies
Course Number:	(1st Semester-2554.4) (2nd Semester-2555.4)
Course Description:	The goal of this course is to provide students with skills and concepts involved with the care and management of companion animals. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.. The following are examples of topics that can be covered: zoonotic diseases, proper handling procedures of small animals, pet ownership, animal rights and animal welfare.
Prerequisite:	<i>Basic Agricultural Science & Technology</i>
Course Title:	Veterinary Science
Course Number:	(1st Semester-2550.4) (2nd Semester-2551.4)
Course Description:	This course is designed to provide students with the basic skills and knowledge utilized in the veterinary field. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities. This course gives an overview of veterinary procedures and practices: Hospital Procedures, Laboratory Procedures, Anatomy, Physiology, Animal Handling, and Biotechnology.
Prerequisite:	<i>Basic Agricultural Science & Technology, Plant Sciences and Biotechnology, and Animal Sciences and Biotechnology.</i>

Business & Computer Science

Computing Pathway

Course Title:	Computing in the Modern World
Course Number:	(1st Semester-2598.4) (2nd Semester-2599.4)
Course Description:	<p>The goal of this course is to provide all students with an introduction to the principles of computer science and its place in the modern world. This course should also help students to use computers effectively in their lives, thus providing a foundation for successfully integrating their own interests and careers with the resources of a technological society.</p> <p>In this course, high school students can acquire a fundamental understanding of the operation of computers and computer networks and create useful programs implementing simple algorithms. By developing Web pages that include images, sound, and text, they can acquire a working understanding of the Internet, common formats for data transmission, and some insights into the design of the human-computer interface. Exposure to career possibilities and discussion of ethical issues relating to computers should also be important threads in this course.</p>
Prerequisite:	<i>None</i>
Course Title:	Beginning Programming
Course Number:	(1st Semester-2590.4) (2nd Semester-2600.4)
Course Description:	<p>The major goal of this course is for students to develop the computer science skills of algorithm development, problem solving, and programming. While the emphasis of the course will be on programming, students will also be introduced to other important topics, such as careers, the limits of computing and the difference between interpreters and compilers.</p>
Prerequisite:	<i>Computing in the Modern World</i>
Course Title:	Intermediate Programming
Course Number:	(1st Semester-2632.4) (2nd Semester-2633.4)
Course Description:	<p>The goal of this course is to deepen students understanding of computing. Students will learn key concepts of software engineering, graphical user interface, and user interface design. Students will gain a deeper understanding of basic data structures and use them to solve more complex problems in a collaborative manner.</p>
Prerequisite:	<i>Beginning Programming</i>
Course Title:	AP Computer Science A
Course Number:	(1st Semester-4890.0) (2nd Semester 4891.0)
Course Description:	<p>The AP Computer Science “A” course is designed to provide students with a learning experience equivalent to that of an introductory college course in Computer Science.</p> <p>The AP Computer Science A course emphasizes object-oriented programming using the Java programming language with a concentration on problem solving and algorithm development, and includes the study of data structures, design, and abstraction. Other topics covered include an overview of the history of computing, basics of computing systems, ethics in computing, syntax/semantics in Java, subroutines, selection, repetition, classes, and their methods, and an introduction to the GridWorld Case Study.</p>

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The GridWorld case study provides a graphical environment in which students can experiment with different types of objects and observe how programming changes will affect the behavior of those objects. It is a required part of the AP Computer Science A curriculum.

This forth-year course follows the AP course description written by the College Board. This is a two-semester course that will culminate in the AP Examination in Computer Science A.

Prerequisite:

Computing in the Modern World, Beginning Programming, Intermediate Programming.

Interactive Media Pathway

Course Title:

Computing in the Modern World

Course Number:

(1st Semester-2598.4) (2nd Semester-2599.4)

Course Description:

The goal of this course is to provide all students with an introduction to the principles of computer science and its place in the modern world. This course should also help students to use computers effectively in their lives, thus providing a foundation for successfully integrating their own interests and careers with the resources of a technological society.

In this course, high school students can acquire a fundamental understanding of the operation of computers and computer networks and create useful programs implementing simple algorithms. By developing Web pages that include images, sound, and text, they can acquire a working understanding of the Internet, common formats for data transmission, and some insights into the design of the human-computer interface. Exposure to career possibilities and discussion of ethical issues relating to computers should also be important threads in this course.

Prerequisite:

None

Course Title:

Fundamentals of Web Design

Course Number:

(1st Semester-0233.4) (2nd Semester-0234.4)

Course Description:

Fundamentals of Web Design is the second course in the Interactive Media Career Pathway. This course will provide students with essential web page planning and development skills. Students will learn to write code manually and use graphical authoring tools. Students will also learn to work with web page layout and graphical elements, including images, hyperlinks, tables, forms, and frames. Mastery of these standards through project-based learning and leadership development activities of Future Business Leaders of America (FBLA) will help prepare students with a competitive edge for the global marketplace.

Prerequisite:

Computing in the Modern World

Course Title:

Advanced Web Design

Course Number:

(1st Semester-0237.4) (2nd Semester-0238.4)

Course Description:

The goal of this course is to provide students with the study of advanced topics in web design. Upon completion of this course, students should have a thorough knowledge of all areas of web page design. Topics include the web development process, advanced layout and design features, advanced study of scripting languages, site development with HTML editors, and web servers and databases.

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This course also prepares students to take the CIW Associate Design Specialist Certification.

Prerequisite: *Fundamentals of Web Design*

Course Title: **Introduction to Animation & 3D Design**

Course Number: (1st Semester-0230.4) (2nd Semester-0231.4)

Course Description: Introduction to Animation and 3d Design is a foundations course that serves as an introduction to the animation and 3d design industry. Emphasis is placed on career awareness, fundamentals of modeling, storyboard creation, cameras and lighting. Students will learn how 3d technology is used for film, broadcast and games and how it is rapidly becoming the medium of choice for industrial design, military simulations, and medical visualization. The standards are aligned with the interactive media standards in Georgia’s technical colleges, thus helping to qualify students for advanced placement should they continue their education at the postsecondary level. Competencies for the co-curricular student organization, SkillsUSA, are integral components of both the core employability skills standards and the technical skills standards, and SkillsUSA activities should be incorporated throughout instructional strategies developed for the course.

Prerequisite: *Computing in the Modern World, Fundamentals of Web Design, and Advanced Web Design*

Small Business Development Pathway

Course Title: **Business Essentials**

Course Number: (1st Semester-0204.4) (2nd Semester-0205.4)

Course Description: Business Essentials is a foundations course for the Small Business Development Career Pathway. It is also appropriate for students enrolled in any Career Pathway who plan to own and operate their own businesses. The course will help students build a strong knowledge base and develop management skills as they study forms of business ownership, functions of management, budgeting and finance, technology, communications, legislation, leadership and teamwork, marketing, and economics. Mastery of these standards through project-based learning and leadership development activities of the Career and Technical Student Organizations will help prepare students with a competitive edge for the global marketplace.

Prerequisite: *None*

Course Title: **Legal Environment of Business**

Course Number: (1st Semester-0202.4) (2nd Semester-0203.4)

Course Description: Legal Environment of Business is the second course in the Small Business Development Career Pathway. This course concentrates on the legal aspects of business ownership and management. Legal issues will include contracts, sales, consumer law, agency and employment law, personal and real property, risk management, environmental law, and government effects on business. The impact of ethics on business operations will be studied. International business principles are infused in the standards for Legal Environment of Business. Mastery of these standards through project-based learning and leadership development activities of Future Business Leaders of America (FBLA) will help prepare students with a competitive edge for the global marketplace.

Prerequisite: *Business Essentials*

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Course Title:	Entrepreneurial Ventures
Course Number:	(1st Semester-0206.4) (2nd Semester-0207.4)
Course Description:	Entrepreneurial Ventures is the third course in the Small Business Development Career Pathway. This course concentrates on the management skills necessary for successful business operation. Students will study management strategies for developing and implementing business plans; structuring the organization; financing the organization; and managing information, operations, marketing and human resources. International business principles are infused in the standards for Entrepreneurial Ventures. An integral component of the Entrepreneurial Ventures course is a school-based or community-based entrepreneurial venture that will engage students in the creation and management of a business and the challenges of being a small business owner. Mastery of these standards through project-based learning and leadership development activities of Future Business Leaders of America (FBLA) will help prepare students with a competitive edge for the global marketplace.
Prerequisite:	<i>Business Essentials and Legal Environment of Business</i>

Financial Management-Accounting Pathway

Course Title:	Business Essentials
Course Number:	(1st Semester-0204.4) (2nd Semester-0205.4)
Course Description:	Business Essentials is a foundations course for the Small Business Development Career Pathway. It is also appropriate for students enrolled in any Career Pathway who plan to own and operate their own businesses. The course will help students build a strong knowledge base and develop management skills as they study forms of business ownership, functions of management, budgeting and finance, technology, communications, legislation, leadership and teamwork, marketing, and economics. Mastery of these standards through project-based learning and leadership development activities of the Career and Technical Student Organizations will help prepare students with a competitive edge for the global marketplace.
Prerequisite:	<i>None</i>

Course Title:	Principles of Accounting I
Course Number:	(1st Semester – 0102.4) (2nd Semester – 0112.4)
Course Description:	Students perform accounting activities for sole proprietorships and corporations following generally accepted accounting procedures. Students analyze business transactions and financial statements, perform payroll, examine the global perspective of accounting, and evaluate the effects of transactions on the economic health of a business. Competencies for the co-curricular student organization Future Business Leaders of America (FBLA) are integral components of the performance standards. FBLA activities should be incorporated throughout instructional strategies developed for the course.
Prerequisite:	<i>Business Essentials</i>

Course Title:	Principles of Accounting II
Course Number:	(1st Semester – 0122.4) (2nd Semester – 0132.4)
Course Description:	Students build on the knowledge acquired in Principles of Accounting I as they further their studies in accounting. Students perform accounting activities for partnerships and corporations following generally accepted accounting

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procedures. Uncollectible accounts, plant assets, inventory, notes payable and receivable, prepared and accrued expenses, and unearned and accrued revenues are analyzed and related adjustments are calculated. Students apply accounting procedures to the formation, dissolution, and liquidation of business entities. In addition, students apply managerial accounting techniques. Competencies for the co-curricular student organization Future Business Leaders of America (FBLA) are integral components of the performance standards. FBLA activities should be incorporated throughout instructional strategies developed for the course.

Prerequisite: *Principles of Accounting I*

Financial Management-Services Pathway

Course Title: **Business Essentials**
Course Number: **(1st Semester-0204.4) (2nd Semester-0205.4)**
Course Description: Business Essentials is a foundations course for the Small Business Development Career Pathway. It is also appropriate for students enrolled in any Career Pathway who plan to own and operate their own businesses. The course will help students build a strong knowledge base and develop management skills as they study forms of business ownership, functions of management, budgeting and finance, technology, communications, legislation, leadership and teamwork, marketing, and economics. Mastery of these standards through project-based learning and leadership development activities of the Career and Technical Student Organizations will help prepare students with a competitive edge for the global marketplace.

Prerequisite: *None*

Course Title: **Banking & Investing**
Course Number: **(1st Semester – 0184.4) (2nd Semester – 0186.4)**
Course Description: Using project-based instruction, students are introduced 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. Students analyze annual reports, predict growth rates, and chart trend lines. Business partnerships with community banks, investment firms, stock market simulations, guest speakers, field trips, and work-based learning activities can be incorporated in this course. Competencies for the co-curricular student organization Future Business Leaders of America (FBLA) are integral components of the performance standards. FBLA activities should be incorporated throughout instructional strategies developed for the course.

Prerequisite: *Business Essentials*

Course Title: **Insurance & Risk Management**
Course Number: **(1st Semester-0180.4) (2nd Semester-0181.4)**
Course Description: Using project-based instruction, students analyze risk management techniques from the viewpoints of those employed in the industry as well as from business owners seeking to meet risk management needs. Insurance products are evaluated in relation to cost and effectiveness. The importance of ethical practices is emphasized. Business partnerships with risk management

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companies, guest speakers, field trips, and work-based learning activities can be incorporated in this course. Mastery of standards through project-based learning and leadership development activities of Future Business Leaders of America (FBLA) will help prepare students with a competitive edge for the global marketplace.

Prerequisite:

Business Essentials

Business Education Electives

Course Title:

Financial Literacy

Course Number:

(1st Semester-0189.4) (2nd Semester-0190.4)

Course Description:

Students need to be informed about their financial responsibilities today and to prepare for the real choices ahead. In this course they will learn about career decisions, money management, financial security, credit management, resource management, risk management, and consumer rights and responsibilities. Business partnerships with financial companies, guest speakers, field trips, and work-based learning activities can be incorporated in this course. Mastery of these standards through project-based learning and leadership development activities of Future Business Leaders of America (FBLA) will help prepare students with a competitive edge for the global marketplace.

Prerequisite:

Business Essentials

Healthcare Science

Therapeutic Services – Nursing Pathway

Course Title: Introduction to Healthcare Science
Course Number: (1st Semester – 8572.4) (2nd Semester – 8573.4)
Course Description: Introduction to Healthcare Science is a foundations course for the Therapeutic Services Career Pathway. It is appropriate for students wishing to pursue a career in the Healthcare Industry. The course will enable students to receive initial exposure to healthcare science skills, attitudes applicable to healthcare including the concepts of health, wellness, and preventative care, medical terminology, microbiology, basic life support skills, and the ethical and legal responsibilities of today’s healthcare provider. The students are required to meet both national and intrastate professional guidelines as designated by applicable regulatory agencies such as the Occupational Health and Safety Administration (OSHA) and Center for Disease Control (CDC). Mastery of these standards through project based learning, technical skills practice, and leadership development activities of the career and technical student organization Health Occupations Students of America (HOSA) will provide students with a competitive edge for either entry into the healthcare global marketplace and/or the post-secondary institution of their choice to continue their education and training. This course is considered broad-based with high impact and is a prerequisite for all Healthcare Science Education courses.

Prerequisite: None

Course Title: Application of Therapeutic Services
Course Number: (1st Semester-8582.4) (2nd Semester-8592.4)
Course Description: Applications of Therapeutic Services is an intermediate course for the Therapeutic Services Career Pathway and is designed to provide an overall framework of basic skills utilized in the provision of direct client care. Monitoring and evaluating client status includes assessment techniques such as vital signs, as well as, the application of mathematical concepts appropriate to clinical expectations and/or work-based learning. The function and pathophysiology of each body system is evaluated prior to community first aid and basic life support techniques which are expanded to include rescue skills for infants and children. Students continue with the development of individual career portfolios utilizing postsecondary program research, employability skills, and /or work based learning and may receive recognition for their accomplishments through a variety of venues locally, regionally, and nationally, such as the American Red Cross, American Heart Association, HOSA, and the National Consortium on Health Science and Technology Education (NCHSTE). Students who successfully master these standards will be eligible to sit for a National Certificate of Proficiency or Mastery, issued in partnership between NCHSTE and National Occupational Competency Testing Institute (NOCTI).

Prerequisite: *Introduction to Healthcare Science*

Course Title: Nursing Essentials - Located at Academy for Advanced Studies
Course Number: (1st Semester-2445.4) (2nd Semester-2447.4)
Course Description: This course is designed to provide students interested in the Therapeutic Career Pathway Nursing with entry level skills most commonly associated with the entry level career title Nursing Assistant. The students are required to meet both national and intrastate professional guidelines as designated by applicable regulatory agencies such as the Occupational Health and Safety Administration

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(OSHA), Center for Disease Control (CDC), the department of Health and Human Services (HHS) with a specific focus on the Omnibus Budget Reconciliation Act 1987 (OBRA), and the Health Insurance Portability and Accountability Act of 1996 (HIPAA). This course with prerequisites meets the Certified Nurse Assistant curriculum content as specified by the Georgia Medical Care Foundation. Students meeting all academic, attendance, and age requirement may elect to sit for the Georgia Registry’s Examination. Successful completion of the Georgia Registry Examination allows students to seek employment in the state of Georgia as a Certified Nursing Assistant.

Prerequisite:

Introduction to Healthcare Science, Applications of Therapeutic Services and Instructor Approval

Therapeutic Services – Medical Services Pathway

Course Title: **Introduction to Healthcare Science**
Course Number: **(1st Semester – 8572.4) (2nd Semester – 8573.4)**
Course Description: Introduction to Healthcare Science is a foundations course for the Therapeutic Services Career Pathway. It is appropriate for students wishing to pursue a career in the Healthcare Industry. The course will enable students to receive initial exposure to healthcare science skills, attitudes applicable to healthcare including the concepts of health, wellness, and preventative care, medical terminology, microbiology, basic life support skills, and the ethical and legal responsibilities of today’s healthcare provider. The students are required to meet both national and intrastate professional guidelines as designated by applicable regulatory agencies such as the Occupational Health and Safety Administration (OSHA) and Center for Disease Control (CDC). Mastery of these standards through project based learning, technical skills practice, and leadership development activities of the career and technical student organization Health Occupations Students of America (HOSA) will provide students with a competitive edge for either entry into the healthcare global marketplace and/or the post-secondary institution of their choice to continue their education and training.

Prerequisite: *None*

Course Title: **Application of Therapeutic Services**
Course Number: **(1st Semester-8582.4) (2nd Semester-8592.4)**
Course Description: Applications of Therapeutic Services is an intermediate course for the Therapeutic Services Career Pathway and is designed to provide an overall framework of basic skills utilized in the provision of direct client care. Monitoring and evaluating client status includes assessment techniques such as vital signs, as well as, the application of mathematical concepts appropriate to clinical expectations and/or work-based learning. The function and pathophysiology of each body system is evaluated prior to community first aid and basic life support techniques which are expanded to include rescue skills for infants and children. Students continue with the development of individual career portfolios utilizing postsecondary program research, employability skills, and /or work based learning and may receive recognition for their accomplishments through a variety of venues locally, regionally, and nationally such as the American Red Cross, American Heart Association, HOSA, and the National Consortium on Health Science and Technology Education (NCHSTE). Students who successfully master these standards will be eligible to sit for a National Certificate of Proficiency or Mastery, issued in partnership between NCHSTE and National Occupational Competency Testing Institute (NOCTI).

Prerequisite: *Introduction to Healthcare Science*

Course Title: **General Medicine**
Course Number: **(1st Semester-2452.4) (2nd Semester-2453.4)**
Course Description: The course is designed to offer students the opportunity to become effective and efficient multi-skilled healthcare providers as they develop a working knowledge of each of the major departments of the average acute care setting/hospital, including but not limited to: Orthopedics, Cardiology, Diagnostic Imaging, MedSurg, Gastroenterology, Urology, and Customer Care Services. Students focusing on a career path in medicine (Pre-Med) or on a career in one of the ancillary departments noted above will apply classroom/lab

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knowledge and skills in the clinical setting as they participate in direct client care. The work-based learning strategy appropriate for this course is a minimum 40-hour clinical practicum. When taken as the fourth course in the Therapeutic Services -Nursing career pathway, students successfully completing may be eligible to sit for Patient Care Technician Certification.

Prerequisite:

Applications of Therapeutic Services and instructor approval

Personal Care Services - Cosmetology Pathway

Course Title: **Cosmetology Services Core - Located at Academy for Advanced Studies**
Course Number: **(1st Semester – 8172.4) (2nd Semester – 8173.4)**
Course Description: This is a one-hour course where students are introduced to the field of Cosmetology. Topics include safety, professional image, bacteriology, sterilization, and sanitation. Students get hands-on experience in shampooing, scalp and hair treatments, hair styling, perm waving, chemical relaxing, hair cutting, manicuring, and pedicures.

Prerequisite: *None*

Course Title: **Cosmetology Services Core II - Located at Academy for Advanced Studies**
Course Number: **(1st Semester – 8192.5) (2nd Semester – 8193.5)**
Course Description: This is a two-hour course where students gain experience in hair coloring, hair lightening, finger waving, advanced shaping and pin curls, thermal hair styling, hair removal, facials, and facial make-up. All assignments are designed to prepare students for the state cosmetology license examination.

Prerequisite: *Cosmetology Services Core I and instructor approval*

Course Title: **Cosmetology Services Core III - Located at Academy for Advanced Studies**
Course Number: **(1st Semester – 8212.5) (2nd Semester – 8222.5)**
Course Description: A two-hour course that focuses on extensive live work experience. Topics of study include skin and hair chemistry, and salon management. Students are prepared for the state cosmetology license examination, continuing education, and entry into the workforce.

Prerequisite: *Cosmetology Services Core II and instructor approval*

Healthcare Science Electives

Course Title: **Patient Care Assistance – Located at Academy for Advanced Studies**
Course Number: **(1st Semester-9866.4) (2nd Semester-9867.4)**
Course Description: This is a fourth year dual-enrollment course (Henry County Schools and Southern Crescent Technical College) designed for the senior who has successfully completed two or three years of Healthcare Science coursework and is interested in pursuing a certificate and post-secondary credit in the health care field. Topics include anatomy and physiology; cardiac pulmonary resuscitation; nutrition and diet therapy; legalities, ethics, and safety; the nutritional needs of the individual; medical terminology; human relations and professional development; job acquisition; job performance skills; desirable attitudes necessary for job retention and advancement; and clinical opportunities.

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Prerequisites:

Students must be able to provide transportation to and/or from school, as well as to required clinical experiences.

Two years of Healthcare Science Coursework

Family & Consumer Sciences

Nutrition and Food Science Pathway

Course Title: **Food, Nutrition, & Wellness**
Course Number: **(1st Semester-2493.4) (2nd Semester-2494.4)**
Course Description: Food, Nutrition and Wellness is an essential course in understanding nutritional needs and food choices for optimal health of individuals across the lifespan. Interrelationships with wellness are explored, including the mental, physical, social, and emotional development of individuals and families. This course leads to the advanced nutrition pathway and develops a knowledge base and the skills necessary to select among alternatives in the marketplace, with an emphasis on nutrient content, the development of chronic diseases, and food safety. Competencies for the co-curricular student organization, Family, Career and Community Leaders of America (FCCLA) are integral components.

Prerequisite: *None*

Course Title: **Food & Nutrition through the Lifespan**
Course Number: **(1st Semester-2495.4) (2nd Semester-2496.4)**
Course Description: Food and Nutrition through the Lifespan is an advanced course in food and nutrition that addresses the variation in nutritional needs at specific stages of the human life cycle: pregnancy, lactation, infancy, childhood, adolescence, and adulthood, including old age. The most common nutritional concerns, their relationship to food choices and health status, and strategies to enhance well-being at each stage of the life cycle are emphasized. This course provides knowledge for real life and offers students a pathway into dietetics, consumer food, and nutrition science careers with additional education at the post-secondary level. Competencies for the co-curricular student organization, Family, Career and Community Leaders of America (FCCLA) are integral components

Prerequisite: *Food, Nutrition and Wellness*

Course Title: **Food Science**
Course Number: **(1st Semester-2497.4) (2nd Semester-2498.4)**
Course Description: Food science integrates many branches of science and relies on the application of the rapid advances in technology to expand and improve the food supply. Students will evaluate the effects of processing, preparation, and storage on the quality, safety, wholesomeness, and nutritive value of foods. Building on information learned in Nutrition and Wellness and Chemistry, this course illustrates scientific principles in an applied context, exposing students to the wonders of the scientific world. Careers in food production and handling will be explored. Competencies for the co-curricular student organization, Family, Career and Community Leaders of America (FCCLA) are integral components.

Prerequisite: *Food, Nutrition & Wellness and Food & Nutrition through the Lifespan*

Interior Design Pathway

Course Title: **Foundations of Interior Design - Located at Academy for Advanced Studies**

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Course Number: (1st Semester – 8900.4) (2nd Semester – 8901.4)
Course Title: Fundamentals of Design includes classroom instruction as well as hands-on projects. This class is intended to prepare students to understand the influences affecting modern design industries, including interior, home, and clothing design, and to become aware of the array of career opportunities in these fields. Areas of study include: trends and issues; elements of design; and the application of design principals. Competencies for the co-curricular student organization, Family, Career, and Community Leaders of America (FCCLA) are integral components.
Prerequisite: *None*

Course Title: **Interior Design Furnishings, Materials, & Components - Located at Academy for Advanced Studies**
Course Number: (1st Semester –8902.4) (2nd Semester –8903.4)
Course Title: Students will learn to read scaled floor plans, estimate quantity, and understand specifications for residential and commercial products. Knowledge of current industry standards, correct product applications, and product resource development are important elements in this course. Students will research career options including educational requirements, salary expectations, and job demands. Projects will involve individual work, team work, verbal presentations, and application of computer technology.
Prerequisite: *Foundations of Interior Design*

Course Title: **Textile Science - Located at Academy for Advanced Studies**
Course Number: (1st Semester –8904.4) (2nd Semester –8905.4)
Course Title: Students will learn to read scaled floor plans, estimate quantity, and understand specifications for residential and commercial products. Knowledge of current industry standards, correct product applications, and product resource development are important elements in this course. Students will research career options including educational requirements, salary expectations, and job demands. Projects will involve individual work, team work, verbal presentations, and application of computer technology.
Prerequisite: *Foundations of Interior Design and Interior Design Furnishings, Materials, & Components*

Culinary Arts

Course Title: **Introduction to Culinary Arts – Located at Academy for Advanced Studies**
Course Number: (1st Semester –2420.4) (2nd Semester –2421.4)
Course Description: Introduction to Culinary Arts is a course designed to introduce students to fundamental food preparation terms, concepts, and methods in Culinary Arts where laboratory practice will parallel class work. Fundamental techniques, skills, and terminology are covered and mastered with an emphasis on basic kitchen and dining room safety, sanitation, equipment maintenance and operation procedures. Course also provides an overview of the professionalism in the culinary industry and career opportunities leading into a career pathway to Culinary Arts.
Prerequisite: *None*

Course Title: **Culinary Arts I – Located at Academy for Advanced Studies**
Course Number: (1st Semester –2422.4) (2nd Semester –2423.4)
Course Description: Culinary Arts I is designed to create a complete foundation and understanding of Culinary Arts leading to post secondary education or a foodservice career. Building from techniques and skills learned in Foundation of Culinary Arts, this

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fundamentals course begins to involve in-depth knowledge and hands on skill mastery of Culinary Arts.

Prerequisite:

Introduction to Culinary

Course Title:

Culinary Arts II – Located at Academy for Advanced Studies

Course Number:

(1st Semester –2424.4) (2nd Semester –2425.4)

Course Description:

Culinary Arts II is an advanced and rigorous in-depth course designed for the student who has continued the Culinary Arts Pathway and wishes to continue their education at the post secondary level or enter the foodservice industry as a proficient and well rounded individual. Strong importance is given to refining hands on production of the classic fundamentals in the commercial kitchen.

Prerequisite:

Culinary Arts I

Education

Early Childhood Education Pathway

Course Title: **Human Growth & Development for Early Childhood**
Course Number: (1st Semester –2475.4) (2nd Semester –2476.4)
Course Description: Human Growth and Development for Early Childhood addresses the knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development of infants and children. Topics that may be addressed include principles of physical, emotional, social, cognitive, and moral development; human needs across the ages and stages of childhood; impacts of family and societal crisis on the development of the child; and career decisions.
Prerequisite: *None*

Course Title: **Introduction to Early Childhood Care and Education**
Course Number: (1st Semester – 2470.4) (2nd Semester – 2471.4)
Course Description: Introduction to Early Childhood Care prepares the student for employment in early childhood education and services. The course also provides a foundation for advanced study leading to postsecondary education and careers in related fields. The course addresses early childhood care and education and development issues that include guiding the physical, cognitive, creative, social, emotional, and moral development of children. This course of study includes planning and guiding developmentally appropriate practices for working with young children including career paths, principles and theories of child development, the creation of a developmentally appropriate learning environment, collaborative relationships and guidance, lesson planning, and appropriate response to cultural diversity and students with special needs.
Prerequisite: *Human Growth & Development for Early Childhood*

Course Title: **Health, Safety & Nutrition for the Young Child**
Course Number: (1st Semester – 2472.4) (2nd Semester – 2473.4)
Course Description: Health, Safety and Nutrition for the Young Child addresses the theory, practices, and requirements for establishing and maintaining a safe, healthy learning environment. This course develops skills for employment in early childhood-related occupations, including professional issues and work ethics; developmentally appropriate practices; health, safety and nutrition education; certification in CPR/First Aid/Fire Safety; child abuse and neglect; symptoms and prevention of major childhood illnesses and diseases; and prevention and control of communicable illnesses. Practical applications through service learning, volunteer experiences, and internships will be included. The development of an educational portfolio for employment in early childhood education is required.
Prerequisite: *Introduction to Early Childhood Care and Education*

Examining the Teaching Profession Pathway

Course Title: **Examining the Teaching Profession**
Course Number: (1st Semester-0011.0) (2nd Semester-0013.0)
Course Description: Examining the Teaching Profession prepares candidates for future positions in the field of education. Teaching Profession candidates study, apply, and practice the use of current technologies, effective teaching and learning strategies, the creation of an effective learning environment, the creation of instructional

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opportunities for diverse learners and students with special needs, and plan instruction based on knowledge of subject matter, students, community, and curriculum performance standards.

Mastery of standards through project based learning, technical skills practice, and leadership development activities of the career and technical student organizations will provide students with a competitive edge for either entry into the education global marketplace and/or the post-secondary institution of their choice to continue their education and training.

Prerequisite: *None*

Course Title: **Contemporary Issues in Education - Located at Academy for Advanced Studies**

Course Number: **(1st Semester-0014.0) (2nd Semester-0015.0)**

Course Description: This course engages the candidate in observations, interactions, and analyses of critical and contemporary educational issues. The candidate will investigate issues influencing the social and political contexts of educational settings in Georgia and the United States and actively examines the teaching profession from multiple vantage points both within and outside of the school. Against this backdrop, the candidate will reflect on and interpret the meaning of education and schooling in a diverse culture and examine the moral and ethical responsibilities of teaching in a democracy.

Prerequisite: *Examining the Teaching Profession*

Course Title: **Teaching as a Profession Internship - Located at Academy for Advanced Studies**

Course Number: **(1st Semester-0016.5) (2nd Semester-0017.5)**

Course Description: The internship offers a candidate in the Teaching as a Profession career pathway a field experience under the direct supervision of a certified teacher (mentor teacher). The internship stresses observing, analyzing, and classifying activities of the mentor teacher and comparing personal traits with those of successful teachers. The candidate intern will develop a portfolio of their skills, plan and teach a lesson or lessons, understand and practice confidentiality as it pertains to the teaching profession, meet the needs of special education students, maintain the safety of the students and practice professionalism and ethical behavior.

Prerequisite: *Contemporary Issues in Education*

Engineering/Architectural Drawing and Design

Architectural Drawing and Design Pathway

Course Title: Introduction to Engineering Drawing and Design –
Course Number: (1st Semester – 2624.4) (2nd Semester – 2626.4)
Course Description: Introduction to Engineering Drawing and Design is a foundation course that serves as an introduction to the drafting and design field and is a prerequisite to all other courses in the Engineering Drawing and Design program. Emphasis is placed on safety, geometric construction, fundamentals of Computer-Aided Drafting, and multi-view drawings. Students learn drafting techniques through the study of geometric construction at which time they are introduced to computer-aided drafting and design. The standards are aligned with the drafting and design standards in the Georgia’s technical colleges, thus helping students qualify for advanced placement should they continue their education at the postsecondary level. Further, the standards are aligned with the national standards of the American Design Drafting Association (ADDA). Students who successfully complete this and other drafting courses should be prepared to take the Drafter Certification Examination from the ADDA. Competencies for the co-curricular student organization, SkillsUSA, are integral components of both the core employability skills standards and the technical skills standards. SkillsUSA activities should be incorporated throughout instructional strategies developed for the course.

Prerequisite: *None*

Course Title: Architectural Drawing and Design I
Course Number: (1st Semester – 2214.4) (2nd Semester – 2216.4)
Course Description: Architectural Drawing and Design I introduces students to the basic terminology, concepts, and principles of architectural design. Emphasis is placed on house designs, floor plans, roof designs, elevations (interior and exterior), schedules, and foundations. The standards are aligned with the drafting and design standards in Georgia’s technical colleges, thus helping students qualify for advanced placement should they continue their education at the postsecondary level. Further, the standards are aligned with the national standards of the American Design Drafting Association (ADDA). Students who successfully complete this and other drafting courses should be prepared to take the Drafter Certification Examination from the ADDA. Competencies for the co-curricular student organization, SkillsUSA, are integral components of both the core employability skills standards and the technical skills standards. SkillsUSA activities should be incorporated throughout instructional strategies developed for the course.

Prerequisites: *Introduction to Engineering Drawing*

Course Title: Architectural Drawing and Design II
Course Number: (1st Semester – 2224.4) (2nd Semester – 2226.4)
Course Description: Architectural Drawing and Design II builds on the skills developed in Architectural Drawing and Design I. Emphasis is placed on schedules, plumbing, heating and air, graphic presentations, plot/site plans, specifications, and building estimations. While the term computer-aided design (CAD) does not appear in each competency, CAD tools and software should be used extensively throughout the course. The standards are aligned with the drafting and design standards in Georgia’s technical colleges, thus helping students qualify for advanced placement should they continue their education at the postsecondary

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level. Further, the standards are aligned with the national standards of the American Design Drafting Association (ADDA). Students who successfully complete this and other drafting courses should be prepared to take the Drafter Certification Examination from the ADDA. Competencies for the co-curricular student organization, SkillsUSA, are integral components of both the core employability skills standards and the technical skills standards. SkillsUSA activities should be incorporated throughout instructional strategies developed for the course.

Prerequisites:

Architectural Drawing and Design I

Engineering Graphics and Design Pathway

Course Title: Introduction to Engineering Drawing and Design
Course Number: (1st Semester – 2624.4) (2nd Semester – 2626.4)
Course Description: Introduction to Engineering Drawing and Design is a foundation course that serves as an introduction to the drafting and design field and is a prerequisite to all other courses in the Engineering Drawing and Design program. Emphasis is placed on safety, geometric construction, fundamentals of Computer-Aided Drafting, and multi-view drawings. Students learn drafting techniques through the study of geometric construction at which time they are introduced to computer-aided drafting and design. The standards are aligned with the drafting and design standards in the Georgia’s technical colleges, thus helping students qualify for advanced placement should they continue their education at the postsecondary level. Further, the standards are aligned with the national standards of the American Design Drafting Association (ADDA). Students who successfully complete this and other drafting courses should be prepared to take the Drafter Certification Examination from the ADDA. Competencies for the co-curricular student organization, SkillsUSA, are integral components of both the core employability skills standards and the technical skills standards. SkillsUSA activities should be incorporated throughout instructional strategies developed for the course.

Prerequisite: *None*

Course Title: Survey of Engineering Graphics
Course Number: (1st Semester – 2618.4) (2nd Semester – 2620.4)
Course Description: Survey of Engineering Graphics is designed to further the development of student knowledge and skills in the Engineering Drawing and Design field. Students learn to illustrate more complex objects using the Computer-Aided Drafting (CAD) system and develop skills in dimensioning, tolerancing, pictorials, sections, auxiliary views, and intersection and developments. While the term computer-aided design (CAD) does not appear in each competency, CAD tools and software should be used extensively throughout the course. The standards are aligned with the drafting and design standards in Georgia’s technical colleges, thus helping students qualify for advanced placement should they continue their education at the postsecondary level. Further, the standards are aligned with the national standards of the American Design Drafting Association (ADDA). Students who successfully complete this and other drafting courses should be prepared to take the Drafter Certification Examination from the ADDA. Competencies for the co-curricular student organization, SkillsUSA, are integral components of both the core employability skills standards and the technical skills standards. SkillsUSA activities should be incorporated throughout instructional strategies developed for the course.

Prerequisite: *Introduction to Engineering Drawing and Design*

Course Title: 3D Modeling and Analysis
Course Number: (1st Semester –2622.4) (2nd Semester –2623.4)
Course Description: Solid Modeling is designed to further the development of student knowledge and skills in engineering and related mechanical design drafting areas. Emphasis is placed on 3-D working and assembly drawings including rendering and animation. While the term computer-aided design (CAD) does not appear in each competency, CAD tools and software should be used extensively throughout the course. The standards are aligned with the drafting and design standards in Georgia’s technical colleges, thus helping students qualify for

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advanced placement should they continue their education at the postsecondary level. Further, the standards are aligned with the national standards of the American Design Drafting Association (ADDA). Further, the standards are aligned with the national standards of the American Design Drafting Association (ADDA). Students who successfully complete this and other drafting courses should be prepared to take the Drafter Certification Examination from the ADDA. Competencies for the co-curricular student organization, SkillsUSA, are integral components of both the core employability skills standards and the technical skills standards. SkillsUSA activities should be incorporated throughout instructional strategies developed for the course.

Prerequisite:

Survey of Engineering Graphics

Engineering Technology

Engineering Pathway

Course Title: Foundations of Engineering & Technology
Course Number: (1st Semester – 2603.4) (2nd Semester – 2605.4)
Course Description: This course is the introduction to principles and activities peculiar to the field of engineering. It involves the practical application of scientific and mathematical principles for the purpose of solving real world and/or simulated problems and communicating technical information. Students use tools and materials to design and evaluate engineering products and systems.

Prerequisite: None

Course Title: Engineering Concepts
Course Number: (1st Semester – 2607.4) (2nd Semester – 2609.4)
Course Description: This is the second course in the engineering pathway. This course introduces students to the fundamental principles of engineering. Students learn about areas of specialization within engineering and engineering design, and apply engineering tools and procedures as they complete hands-on instructional activities.

Prerequisite: *Foundations of Engineering & Technology*

Course Title: Engineering Applications
Course Number: (1st Semester – 2614.4) (2nd Semester – 2613.4)
Course Description: This is the third course in the engineering pathway. Students have opportunities to apply engineering design as they develop a solution for a technological problem. Students use the application of mathematics and science to predict the success of an engineered solution and complete hands-on activities with tools, materials, and processes as they develop working drawings and prototypes.

Prerequisite: *Engineering Concepts*

Course Title: Research, Design, and Project Management
Course Number: (1st Semester-2619.4) (2nd Semester-2621.4)
Course Description: This is the fourth course in the engineering pathway. Students conduct research and/or design an engineering project. Research strategies, prototype testing and evaluation, and communication skills are emphasized.

Prerequisite: *Foundations of Engineering & Technology, Engineering Concepts, and Engineering Applications*

Electronics Pathway

Course Title: Foundations of Electronics - Located at Academy for Advanced Studies
Course Number: (1st Semester-2650.4) (2nd Semester-2651.4)
Course Description: This course is designed for beginning students who are interested in careers related to the design, production, analysis, repair, and operation of devices that use electronics. The course is designed around major individual and class projects that promote critical thinking, problem solving, and abstract reasoning. Teachers should develop units around real-life work centered situations that integrate content across the curriculum. The integrated project should provide the student with opportunities to develop and demonstrate technical, academic,

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cognitive, and personal competencies. Job shadowing, interviews, and internships are encouraged.

Prerequisite:

None

Course Title:

Advanced AC and DC Circuits - Located at Academy for Advanced Studies

Course Number:

(1st Semester-2652.4) (2nd Semester-2653.4)

Course Description:

This course is designed for advanced students who are interested in careers related to the design, production, analysis, repair, and operation of devices that use electronics. The course is designed around major individual and class projects that promote critical thinking, problem solving, and abstract reasoning. Teachers should develop units around real-life work centered situations that integrate content across the curriculum. The integrated project should provide the student with opportunities to develop and demonstrate technical, academic, cognitive, and personal competencies. Job shadowing, interviews, and internships are encouraged.

Prerequisite:

Foundations of Electronics

Course Title:

Digital Electronics - Located at Academy for Advanced Studies

Course Number:

(1st Semester-2654.4) (2nd Semester-2655.4)

Course Description:

Digital Electronics is the third course in the Electronics pathway. Students have opportunities to apply prior learning in electronics to the digital world in which they live. Students use applications of mathematics and science to predict the success of an engineered solution and complete hands-on activities with tools, materials, and processes as they develop functional devices and working prototypes aided by computer simulations.

Prerequisite:

Advanced AC and DC Circuits

Manufacturing Pathway

Course Title:

Foundations of Manufacturing and Materials Science - Located at Academy for Advanced Studies

Course Number:

(1st Semester-2656.4) (2nd Semester-2657.4)

Course Description:

Foundations of Manufacturing and Materials Science is the introductory course for the Manufacturing career pathway. This course provides students with opportunities to become familiar with related careers and develop fundamental technological literacy as they learn about the history, systems, and processes of manufacturing. In addition, the course will provide an overview of the safe use of tools and equipment used in the industry.

Prerequisite:

None

Course Title:

Robotics and Automatic Systems - Located at Academy for Advanced Studies

Course Number:

(1st Semester-2658.4) (2nd Semester-2659.4)

Course Description:

Upon completing this course, students will be able to apply their knowledge of computer aided design (CAD), computer numerical control (CNC), robotics, computer assisted manufacturing (CAM), programmable logic controllers, automated guided vehicles (AGV), and computer integrated manufacturing (CIM).

Prerequisite:

Foundations of Manufacturing and Materials Science

Course Title:

Production Enterprises - Located at Academy for Advanced Studies

Course Number:

(1st Semester-2660.4) (2nd Semester-2661.4)

Course Description:

The purpose of this course is to give students an understanding of how to design and implement a production system. Students learn how businesses engage in

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the production of products beginning with pre-production activities and continuing through post-production activities. Additionally, students will learn about the historical and societal impact of production. Students will also develop an understanding of careers available in manufacturing and the skills and education required for those careers.

Prerequisite:

Robotics and Automatic Systems

Marketing

Marketing Management Pathway

Course Title: Marketing Principles
Course Number: (1st Semester – 3001.4) (2nd Semester – 3002.4)
Course Description: Marketing Principles is the foundational course for all pathways in Marketing Education. Marketing Principles addresses all the ways in which marketing satisfies consumer and business needs and wants for products and services. Students develop an understanding of the functions of marketing and how these functional areas affect all businesses. They learn basic marketing concepts and the role of marketing in our economy. Students also develop skills in applying economic concepts to marketing, distribution and logistics, marketing information management, finance in marketing, product/service planning, pricing mixes, promotional strategies, and personal selling.

Prerequisite: None

Course Title: Entrepreneurship Building a Business
Course Number: (1st Semester –2990.4) (2nd Semester –2991.4)
Course Description: Entrepreneurship: Building a Business, an imperative component of a strong economy, is based on individuals who are creative thinkers and risk takers. Therefore, students in this entrepreneurship course focus on recognizing a business opportunity, starting a business based on the recognized opportunity, and operating and maintaining that business. This course begins by moving students from the typical “what is” educational focus to the “what can be” focus. Preparation of a business plan allows students to apply the functional areas of accounting, finance, marketing, and management to the planned business, as well as, to the legal and economic environments in which a new venture operates. This course may be taken as a part of a student’s Marketing Pathway or may serve as a stand alone course for students in other disciplines wishing to explore business ownership.

Prerequisite: *Marketing Principles*

Course Title: Advanced Marketing
Course Number: (1st Semester –2992.4) (2nd Semester –2993.4)
Course Description: Advanced Marketing builds on the principles and concepts taught in Marketing Principles. Students assume a managerial perspective in applying economic principles in marketing, analyzing operations needs, examining distribution and financial alternatives, managing marketing information, pricing products and services, developing product/service planning strategies, promoting products and services, purchasing, and professional sales. This course also deals with global marketing in that students analyze marketing strategies employed in the U.S. versus those employed in other countries.

Prerequisite: *Entrepreneurship: Building a Business*

Travel Marketing and Lodging Management Pathway

Course Title: Marketing Principles
Course Number: (1st Semester – 3001.4) (2nd Semester – 3002.4)
Course Description: Marketing Principles is the foundational course for all pathways in Marketing Education. Marketing Principles addresses all the ways in which marketing satisfies consumer and business needs and wants for products and services. Students develop an understanding of the functions of marketing and how these

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functional areas affect all businesses. They learn basic marketing concepts and the role of marketing in our economy. Students also develop skills in applying economic concepts to marketing, distribution and logistics, marketing information management, finance in marketing, product/service planning, pricing mixes, promotional strategies, and personal selling.

Prerequisite:

None

Course Title:
for Advanced Studies

Course Number:

Course Description:

Discovering Hospitality & Tourism Marketing - Located at Academy

(1st Semester –2994.4) (2nd Semester –2995.4)

This course introduces the student to the major segments of the travel industry. The course will investigate the economic impact the three components have on the local, state, national, and global economies. The products, services, and packages offered to business and leisure travelers by different types of businesses within the industry are examined. Utilizing current technology, the Internet, and software packages, the student will develop a tour package and marketing plan for a selected niche market that incorporates appropriate promotional and pricing strategies, thus ensuring business profitability.

Prerequisite:

Marketing Principles

Course Title:
Studies

Course Number:

Course Description:

Hospitality & Tourism Management - Located at Academy for Advanced

(1st Semester –2996.4) (2nd Semester –2997.4)

This course will focus on the leadership and supervision of employees in the travel, tourism, and hospitality industries as well as the management of operations in this industry. The course emphasizes the application of management level decision-making skills in hotel/lodging, human resources, food and beverage, and travel/tourism operations. The course will allow students to investigate trends, technology, and customs in the hospitality industry while focusing on the development of customer service skills. This course is intended to be a second-level course in the Travel Marketing & Lodging Management Pathway.

Prerequisite:

Discovering Hospitality & Tourism Marketing

Sports & Entertainment Marketing Pathway

Course Title:	Marketing Principles
Course Number:	(1st Semester – 3001.4) (2nd Semester – 3002.4)
Course Description:	Marketing Principles is the foundational course for all pathways in Marketing Education. Marketing Principles addresses all the ways in which marketing satisfies consumer and business needs and wants for products and services. Students develop an understanding of the functions of marketing and how these functional areas affect all businesses. They learn basic marketing concepts and the role of marketing in our economy. Students also develop skills in applying economic concepts to marketing, distribution and logistics, marketing information management, finance in marketing, product/service planning, pricing mixes, promotional strategies, and personal selling.
Prerequisite:	<i>None</i>
Course Title:	Introduction to Sports and Entertainment Marketing - Located at Academy for Advanced Studies
Course Number:	(1st Semester –2980.4) (2nd Semester –2981.4)
Course Description:	This course introduces the student to the major segments of the Sports and Entertainment Industry and the social and economic impact it has on the local, state, national, and global economies. The products and services offered to consumers and the impact of marketing on these products and services are examined. Units include: Business Fundamentals, Product Mix, Product Knowledge, Product/Service Management, Business Regulations, Interpersonal Skills, Selling, Marketing-Information Management, Economics, Distribution, Pricing, Advertising, Publicity/Public Relations, Sales Promotion, Business Risks, and Organization.
Prerequisite:	<i>Marketing Principles</i>
Course Title: for Advanced Studies	Advanced Sports and Entertainment Marketing - Located at Academy
Course Number:	(1st Semester –2982.4) (2nd Semester –2983.4)
Course Description:	This course provides students opportunities to develop managerial and analytical skills and deepen their knowledge in sports/entertainment marketing. Topical units include: Marketing-Information Management, Selling, Publicity/Public Relations, Sales Promotion, Management of Promotion, Product Mix, Pricing, Positioning, and Marketing Planning. Project-based instruction, together with a variety of work-based learning activities, should be incorporated in this course to provide real-world application.
Prerequisite:	<i>Introduction to Sports and Entertainment Marketing</i>

Construction, Communications & Transportation

Broadcast and Video Production Pathway

Course Title:	Broadcast and Video Production I
Course Number:	(1st Semester – 0464.4) (2nd Semester – 0466.4)
Course Description:	This course is the first in a series that prepares the student for employment or entry into a postsecondary education program in the Broadcast/Video Production career field. 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. Skills USA-VICA and the Georgia Scholastic Press Association are appropriate organizations for providing leadership training and for reinforcing specific career and technical skills and are considered an integral part of the instructional program.
Prerequisite:	<i>None</i>
Course Title:	Broadcast and Video Production II
Course Number:	(1st Semester – 0468.4) (2nd Semester – 0469.4)
Course Description:	This course is the second in a series to prepare for a career in Broadcast/Video production and/or to transfer to a postsecondary program for further study. Topics include: Planning, Writing, Directing and Editing a Production; Field Equipment Functions; Operational Set-Up and Maintenance, Advanced Editing Operations, Studio Productions, Performance, Audio/Video Control Systems, Production Graphics, Career Opportunities, and Professional Ethics. Skills USA-VICA and the Georgia Scholastic Press Association are appropriate organizations for providing leadership training and for reinforcing specific career and technical skills and are considered an integral part of the instructional program.
Prerequisite:	<i>Broadcast Video Production I</i>
Course Title:	Broadcast and Video Production III
Course Number:	(1st Semester – 0471.4) (2nd Semester – 0473.4)
Course Description:	This course is designed to allow the student to participate in a Broadcast/Video Production environment and develop news and feature broadcasts for use throughout the school. Competencies will be obtained in a laboratory setting on the school campus. Topics include: Production; Communication Skills; and Professional Ethics. Skills USA-VICA and the Georgia Scholastic Press Association are appropriate organizations for providing leadership training and for reinforcing specific career and technical skills and are considered an integral part of the instructional program.
Prerequisite:	<i>Broadcast Video Production II</i>
Course Title:	Broadcast and Video Production Applications
Course Number:	(1st Semester – 0475.4) (2nd Semester – 0477.4)
Course Description:	Broadcast/Video Production Applications is the fourth course in the BVP pathway and is designed to assist students in mastering skills necessary to gain entry level employment or to pursue a post-secondary degree or certificate. Topics include advanced camcorder techniques, audio production, scriptwriting, producing, directing, editing,

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employability skills, and development of a digital portfolio to include resume, references, and production samples. Skills USA, the Georgia Scholastic Press Association, Technology Student Association (TSA), and Student Television Network are examples of, but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and technical skills and may be considered an integral part of the instructional program. Instructor approval of digital portfolio (as needed for satisfactory completion of BVP 3) required prior to registration for this course.

Prerequisite: *Broadcast Video Production I, Broadcast Video Production II, Broadcast Video Production III*

Transportation Logistical Support Pathway

Course Title: **Foundations of Transportation and Logistics**
Course Number: (1st Semester –8784.4) (2nd Semester –8786.4)
Course Description: This is the beginning course for the Transportation Pathway. This course will help students develop a strong knowledge base and develop skills-related to the transportation sector. Mastery of these standards through project-based learning will help prepare the student for the transportation marketplace. The student will demonstrate knowledge of Safety, OSHA and EPA issues, tool identification and use, shop organization, principles of electricity, mechanical systems, and automotive related Math and science.

Prerequisite: *None*

Course Title: **Electrical & Electronics Systems & Design**
Course Number: (1st Semester-8780.5) (2nd Semester-8781.5)
Course Description: This is an advanced course in the Transportation Pathway. This course builds a strong scientific knowledge base and develops skills related to Electricity and Electronics in the Transportation Pathway. Mastery of these standards through project-based learning will help prepare the student for the transportation marketplace. The student will demonstrate knowledge of the concepts, diagnosis and repair of general electrical systems, batteries, starting systems, charging systems, lighting systems, gages, electrical accessories, basic electronics and hybrid vehicle safety procedures.

Prerequisite: *Foundations of Transportation Logistics*

Course Title: **Chassis System & Design**
Course Number: (1st Semester-8783.5) (2nd Semester-8785.5)
Course Description: This is an advanced course in the Transportation Pathway. This course builds a strong scientific knowledge base and develops skills related to vehicle Chassis Systems in the Transportation Pathway. Mastery of these standards through project-based learning will help prepare the student for the transportation marketplace. The student will demonstrate knowledge of the concepts, diagnosis and repair of general suspension and steering systems, steering geometry and adjustment, chassis components, hydraulic systems, brake systems, and hybrid vehicle electrical power steering.

Prerequisite: *Foundations of Transportation Logistics*

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Course Title	Engine Performance Concepts
Course Number:	(1st Semester-8787.5) (2nd Semester-8789.5)
Course Description:	This is an advanced course in the Transportation Pathway. This course builds a strong scientific knowledge base and develops skills related to vehicle Engine Performance in the Transportation Pathway. Mastery of these standards through project-based learning will help prepare the student for the transportation marketplace. The student will demonstrate knowledge of the concepts, diagnosis and repair of computerized engine controls, ignition systems fuel systems, air induction systems, exhaust systems emission systems, and general engine service. Also, the student be able to identify hybrid vehicle internal combustion engine service precautions and demonstrate a knowledge of alternative fuel sources.
Prerequisite:	<i>Foundations of Transportation Logistics, Electrical & Electronics Systems & Design, and Chassis System & Design</i>

Government and Public Safety

Law & Justice Pathway

Course Title: Introduction to Law & Justice
Course Number: (1st Semester – 8527.4) (2nd Semester – 8528.4)
Course Description: Students wishing to pursue a career in Law and Justice will examine the basic concepts of law related to citizens’ rights and officers’ responsibilities to maintain a safe society. This course begins with a study of various careers in public safety. The course will explore the history and development of law enforcement in the United States. Students will then examine the components of the criminal justice system, including the roles and responsibilities of the police, courts, and corrections. Additionally, students will learn the classification and elements of crimes. Students will receive instruction in critical skill areas including communicating with diverse groups, conflict resolution, the use of force continuum, report writing, operation of police and emergency equipment, and courtroom testimony. Career planning and employability skills will be emphasized.

Prerequisite: None

Course Title: Law, Community Response, & Policing
Course Number: (1st Semester – 8529.4) (2nd Semester – 8530.4)
Course Description: This course emphasizes the structure of the American legal system while examining constitutional legal issues. Students will explore the difference between common and statutory law in the context of how legal precedent is established. The course will explore the rights of citizens guaranteed by the United States and Georgia constitutions. Students will also evaluate the powers granted to the police and the restrictions placed upon them by the respective constitutions and their amendments. Specific topics of discussion will include search and seizure, arrests, interviews, interrogations, and confessions in the context of criminal prosecution. Major emphasis will be placed on the role and decisions of the United States Supreme Court. Students will utilize reading, writing, and critical thinking in the analysis of cases in a mock trial. In addition to legal issues, students will be exposed to advanced law and justice skills. Activities include tactics, methods, and skills utilized in the law enforcement field. Students will attain skills for dealing with disasters and emergency situations. The course culminates with students demonstrating their skills through participation in a simulated disaster scenario. The students are required to meet both national and intrastate professional guidelines as designated by applicable regulatory agencies such as Federal Emergency Management Agency (FEMA) and Georgia Emergency Management Agency (GEMA). Upon completion of the course requirements and the final disaster simulation, students may be eligible to obtain certifications in Community Emergency Response Team (CERT), American Heart Association (AHA) Basic Life Support, and/or American Red Cross (ARC) First Aid and CPR.

Prerequisite: *Introduction to Law & Justice*

Course Title: Criminal Investigation and Forensics
Course Number: (1st Semester – 8534.4) (2nd Semester – 8536.4)
Course Description: This course will provide students wishing to pursue a career in law enforcement with a basic understanding of investigative theory, criminological theory, crime scene preservation, and methods of identifying, collecting, preserving, and processing evidence. Students

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will gain hands on experience in critical areas of crime scene investigation to include the collection and processing of evidence and the fundamentals of forensics science. Students will discuss various theories of the origins of criminal behavior, learn about organized crimes, and study serial offenders.

Prerequisite:

Law, Community Response, & Policing

Military Science Pathway

Course Title:	Naval Science: Cadet Field Manual – Located at ELHS, HCHS, LHS, SHS, UGHS
Course Number:	(1st Semester – 5012.4) (2nd Semester – 5022.4)
Course Description:	This course combines all information on military drill and ceremonies, uniform regulations, physical fitness, orienteering, principles of health, first aid, survival, leadership and communications, and helps students understand the mission, goals and opportunities available as members of the NJROTC program. Students develop an understanding of our nation, our values, traditions, heritage, respect for our laws, and becoming informed responsible citizens. Successful completion of three courses of credit will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.
Prerequisite:	<i>None</i>
Course Title:	Naval Science II: Introduction to NJROTC - Located at ELHS, HCHS, LHS, SHS, UGHS
Course Number:	(1st Semester – 5032.4) (2nd Semester – 5042.4)
Course Description:	Naval Science II further develops the traits of citizenship and leadership in students and introduces cadets to the maritime history of the world and the United States from the American Revolution up to the present time. Core technical skills that are mastered through integration include geography, oceanography, astronomy, physical science, meteorology, and weather. Successful completion of three courses of credit will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.
Prerequisite:	<i>Naval Science I Cadet Field Manual</i>
Course Title:	Naval Science III: Maritime History - Located at ELHS, HCHS, LHS, SHS, UGHS
Course Number:	(1st Semester – 5052.4) (2nd Semester – 5062.4)
Course Description:	Third year Naval Science further develops the foundation in citizenship and leadership providing classroom and contextual application in Naval Organization and ship, an expounding upon the virtues of United States citizenship with knowledge of uses of the world’s waterways through the viewpoint of National power and International law. Successful completion of three courses of credit will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.
Prerequisite:	<i>Naval Science I: Introduction to NJROTC</i>
Course Title:	Naval Science IV: Nautical Sciences - Located at ELHS, HCHS, LHS, SHS, UGHS
Course Number:	(1st Semester – 5072.4) (2nd Semester – 5082.4)
Course Description:	In Naval Science IV students take a more in-depth look at what leadership is, learn how to maximize leadership abilities, effective communication, and draw parallels to leadership in the unit to the school, community, and life. Successful completion of three courses of credit will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.
Prerequisite:	<i>Naval Science III: Maritime History</i>

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Course Title: **Aerospace Science: A Journey into Aviation History and Leadership I – Located at DHS, OHS**
Course Number: **(1st Semester – 5092.4) (2nd Semester – 5102.4)**
Course Description: Frontiers of Aviation History is a course that focuses on the frontiers of aviation history. The course is designed to allow students to apply the material. Thus, it is important that the application level activities be emphasized. The course is designed to enable the student to sort through the key aspects of the historical development of flight and the role of the military in history. Students develop and illustrate ideas about attempts to fly in ancient civilizations throughout the world, the first record of scientific study, first flights, and the impact aviation had on the conduct of war. The course enables the students to distinguish the United States’ position at wartime and how wars brought about the development of new weapons, new methods of warfare, new aircraft, more pilots, and the need for pilot training. The course is designed for students to examine the historical development of flight and the role of the military in history. Students explore the U.S. policy of containing the spread of communism and the role of air power during the Korean War, the Cuban Missile Crisis, and the Vietnam War. The students review the peaceful roles and missions in support of national objectives in which the military is involved, and the value of air power during the Persian Gulf War.

Prerequisite: *None*

Course Title: **Aerospace: Science of Flight and Leadership II - Located at DHS, OHS**
Course Number: **(1st Semester – 5112.4) (2nd Semester – 5122.4)**
Course Description: In Leadership Education, the students identify the history, mission, purpose, goals, objectives, and importance of the Air Force Junior Reserve Officer Training Corps (AFJROTC). They develop an understanding of the importance of attitude, discipline, respect, and practice values and ethics that are so important for self-growth. The students demonstrate the importance of individual self-control and how an effective stress management program improves the quality of life. The Leadership Education portion of the course explains why courtesies are rendered to the United States flag and the National Anthem. The students model being good, democratic citizens and study different forms of governments. The students practice wellness techniques and encourage others to live healthy lifestyles. The students use first aid techniques to minimize injury and harm to themselves and others. The importance of staying well permeates their studies. Students begin to conduct basic individual drill and ceremonies demonstrations, and must adhere to establish grooming standards by exemplifying proper wearing of the United States Air Force uniform.

In Drill and Ceremonies students cover the basic aspects of drill. Students learn the importance, purpose, and meaning of military drill terms, the significance of the United States Flag, positions and movements required of each individual in forming elements, flights, and squadrons and the commands to execute those positions and movements. Students also learn about the drill of the flight and squadron.

Prerequisite: *Aerospace Science: A Journey into Aviation History and Leadership I*

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Course Title: **Aerospace Science: Global and Cultural Studies I** – Located at DHS, OHS
Course Number: (1st Semester – 5132.4) (2nd Semester – 5142.4)
Course Description: Aerospace Science: The Science of Flight is a course that focuses on the science of flight. Students explore the aerospace environment and the human requirements of flight. Students identify the basic facts and general principles of the atmosphere and the elements of weather. Learning the weather elements and a general understanding of how all these parts interact to give us the weather is critical to understanding the aerospace environment. After developing an understanding of the environment, how environment affects flight is introduced. The students study the human circulatory system, the effects of acceleration and deceleration, and protective equipment to understand their use in the aerospace environment. The course is designed to introduce the students to the principles of aircraft flight navigation, theory of flight and basic aeronautics. The students determine why the forces of lift, weight, thrust and drag are essential to successful flight. Students practice basic navigation, including map reading, course plotting, and the effects of wind.

The performance standards in this course are based on the performance standards identified in the curriculum for the United States Air Force Junior Reserve Officer Training Corps (AFJROTC). Successful completion of at least 3 units of credit of the AFROTC programs will qualify the students for advanced placement in a college ROTC program or accelerated promotion in the military service.

Prerequisite: *Aerospace: Science of Flight and Leadership II*

Course Title: **Aerospace: Astronomy and/or Leadership III** – Located at DHS, OHS
Course Number: (1st Semester – 5152.4) (2nd Semester – 5162.4)
Course Description: In leadership education, written reports and speeches compliment the course material. The students develop communications skills and participate in cadet corps activities. Cadet corps activities include holding positions of greater responsibility in the planning and execution of corps projects. These activities emphasize the concepts of effective communication. The course work allows students to examine themselves in relation to others, and the society in which they live. The course also builds communication and interpersonal skills. The students focus on team building to improve quality and productivity. They develop an understanding of the complexity of leadership and its contribution to mission accomplishment.

Unlocking Your Potential (UYP) prepares and inspires the students to succeed in life by setting goals. It explains how setting goals and creating positive habits pave the road to success. It also helps build self-esteem and motivates the student’s inner strength. It shows the students they have the potential to believe and accomplish anything they desire.

Prerequisite: *Aerospace Science: Global and Cultural Studies I*

Work-Based Learning Programs

Program Description:

Work-Based Learning (WBL) placements represent the pinnacle of the Career-Related Education experience. To qualify for a WBL placement, a student must be in grades 11 or 12 and at least 16 years old. Students must also have a defined Career Pathway in order to participate in the Work-Based component of Career-Related Education. This is especially important for cooperative education students in that their job placement is directly related to the curriculum of the CTAE class in which they are concurrently enrolled. There are four different opportunities for CTAE students to participate in a work-site instruction.

Cooperative Education, an extension of the curriculum of a Career and Technical and Agricultural Education course, is a combination of technical and academic coursework and related worksite experiences. Students earn both course credit and pay, working in jobs secured through written cooperative training agreements and plans. Application required.

Youth Apprenticeship is an articulated curriculum linking secondary and post-secondary education, incorporating employer-paid experiences and related worksite learning in high-skill, high wage occupations, incorporated in formal training plans. Students earn both course credit and pay. YA programs are based on the authorization provided by O.C.G.A. Code 20-2-161.2. Application required.

Internship - An internship or practicum (synonymous terms used for two similar models) can take two different forms. The first is a one-time, short-term placement which lasts any amount of time less than what would be required to earn 1/2 or more units of credit, typically one to six weeks. An effective Internship experience should run for at least 10 hours and no more than 120 hours per semester. The second, more involved internship may last for as long as one year. It should involve the equivalent number of hours that the student would have spent in class in order to qualify for course credit. Both of these experiences, which may be either paid or unpaid, can occur only after the completion of coursework related to the placement. If the intern is functioning as an *unpaid* worker, whether as a short term “observer” or for a longer period in a formal internship course, he or she would not be covered by Worker’s Compensation Insurance. Application required.

Students participating in Work-Based Learning are expected to be drug-free, obtain accident insurance, and are required to provide their own transportation to and from the work site. Students must also be eligible for a work permit, including a letter of good standing for school attendance.

English to Speakers of Other Languages (ESOL)

ESOL courses are only available to English Language Learners who meet the state’s criteria.

Course Title: ESOL English I
Course Number: (1st Semester – 3937) (2nd Semester – 3938)
Course Description: This course focuses on interpersonal communication, school and survival skills through short responses within structured contexts and participation in simple conversations. It focuses on fundamental skills in listening, speaking, reading, and writing and includes academic vocabulary drawn from the content areas and high-frequency vocabulary for everyday living. Course content is aligned with 9th grade Literature and Composition. The course familiarizes students with appropriate learning strategies for all classes including the use of dictionary skills and promotes an understanding of U.S. culture. This course replaces English I and the 9th grade English EOCT is required.

Prerequisite: There are no course prerequisites.
Eligibility for all ESOL courses is determined according to the state of Georgia’s ESOL placement guidelines and testing procedures. ESOL courses are only available to English *Language Learners who meet the state’s criteria.*

Course Title: ESOL English II
Course Number: (1st Semester – 3939) (2nd Semester – 3940)
Course Description: In this course, students continue developing proficiency in listening, speaking, reading, and writing English with opportunities to demonstrate their emerging skills in a stress free environment. ESOL II emphasizes sustained interpersonal communication of ideas, personal and safety needs, plus cognitive-academic language proficiency. In addition to reinforcing the skills taught in ESOL I, this course introduces the writing processes of planning, drafting, revising, editing, and proofing. Students study literature (essays and other nonfiction, short stories, novels, folktales, poetry, mythology, and drama) and authentic texts (newspapers, magazines, labels, directions, etc.). ESOL II may be taken to meet one of the unit requirements for high school English credit.

Prerequisite: There are no course prerequisites.
Eligibility for all ESOL courses is determined according to the state of Georgia’s ESOL placement guidelines and testing procedures. ESOL courses are only available to English *Language Learners who meet the state’s criteria.*

Course Title: ESOL English III
Course Number: (1st Semester – 3950) (2nd Semester – 3955)
Course Description: This course presents the English language in more complex, cognitively-demanding situations. It emphasizes comprehension of detailed information with fewer contextual clues on unfamiliar topics. Students will produce, initiate, and sustain spontaneous language interactions, using circumlocution when necessary. The course includes interactions with increasingly complex written material such as descriptive, personal narrative, and expository writing which

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includes grammar, mechanics, and rhetorical coherence in written assignments. Students will study authors and literary selections including: poetry, short stories, novels, and drama. The course incorporates writing to satisfy social and academic needs and stresses vocabulary development. Students are encouraged to express complex feelings, needs, and opinions in speaking and writing. ESOL III may be taken to meet one of the unit requirements for high school English credit. **ESOL English III is NOT equivalent to English III.** See Sheltered American Literature for the course equivalent to English III

Prerequisites:

ESOL English II
Eligibility for all ESOL courses is determined according to the state of Georgia’s ESOL placement guidelines and testing procedures. ESOL courses are only available to English *Language Learners who meet the state’s criteria.*

Course Title:

ESOL English IV

Course Number:

(1st Semester – 3960) (2nd Semester – 3965)

Course Description:

This course emphasizes effective oral and written communication with various audiences on a wide range of familiar and new topics. It builds comprehension of concrete and abstract topics as well as recognition of language subtleties in a variety of communicative settings. Students work to develop reading skills at or near grade level with a limited number of comprehension difficulties. The course stresses full participation at or near grade level in all content areas. ESOL IV emphasizes the process of writing, including planning, drafting, and revising. It includes assignments on different levels of discourse: expository, persuasive, narrative, and descriptive. In ESOL IV, students review grammar, mechanics, usage, and spelling with both intensive and extensive vocabulary and comprehension development. The appropriate End-Of-Course Test (EOCT) is required for this course.

ESOL English IV may be taken to meet one of the unit requirements for high school English credit. Some ESOL students may need to take ESOL IV before attempting the required American Literature course (English III), in a regular classroom.

Prerequisite:

ESOL III

Eligibility for all ESOL courses is determined according to the state of Georgia’s ESOL placement guidelines and testing procedures. ESOL courses are only available to English Language Learners who meet the state’s criteria.

Course Title:

ESOL Oral Communication in the Content Area

Course Number:

(1st Semester – 3966) (2nd Semester – 3967)

Course Description:

This elective course provides individualized instruction for high school English Language Learners who need support and scaffolding with the academic language of content area classes. Reading and listening communication skills in the English language will be stressed.

Prerequisite:

No course prerequisites

Eligibility for all ESOL courses is determined according to the state of Georgia’s ESOL placement guidelines and testing procedures. ESOL courses are only available to English Language Learners who meet the state’s criteria.

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Course Title: **ESOL Reading & Listening in the Content Area**
Course Number: **(1st Semester – 3968) (2nd Semester – 3969)**
Course Description: This elective course provides individualized instruction for high school English Language Learners who need support and scaffolding with the academic language of content area classes. Reading and listening communication skills in the English language will be stressed.
Prerequisite: *No course prerequisites*
Eligibility for all ESOL courses is determined according to the state of Georgia’s ESOL placement guidelines and testing procedures. ESOL courses are only available to English Language Learners who meet the state’s criteria.

Course Title: **ESOL Writing in the Content Area**
Course Number: **(1st Semester – 3970) (2nd Semester – 3971)**
Course Description: This elective course provides individualized instruction for high school English Language Learners who need support and scaffolding with the academic language of content area classes. Writing and communication skills in the English language will be stressed.
Prerequisite: *No course prerequisites*
Eligibility for all ESOL courses is determined according to the state of Georgia’s ESOL placement guidelines and testing procedures. ESOL courses are only available to English Language Learners who meet the state’s criteria.

Course Title: **ESOL Communication Skills I**
Course Number: **(1st Semester – 3956) (2nd Semester – 3957)**
Course Description: This introductory ESOL course is designed for Newcomer English Language Learners who have little or no English and/or little or no formal schooling. Topics for this course may range from cultural survival skills to basic English for conversation, with instruction individualized for each student’s needs.
Prerequisite: Little or no English language proficiency
Eligibility for all ESOL courses is determined according to the state of Georgia’s ESOL placement guidelines and testing procedures. ESOL courses are only available to English Language Learners who meet the state’s criteria.

Course Title: **ESOL Communication Skills II**
Course Number: **(1st Semester – 3958) (2nd Semester – 3959)**
Course Description: This introductory ESOL course is designed for Newcomer English Language Learners who have little or no English and/or little or no formal schooling. Topics for this course may range from cultural survival skills to basic English for conversation, with instruction individualized for each student’s needs.
Prerequisite: ESOL Communication Skills I
Eligibility for all ESOL courses is determined according to the state of Georgia’s ESOL placement guidelines and testing procedures. ESOL courses are only available to English Language Learners who meet the state’s criteria.

Course Title: **ESOL Sheltered America Literature**

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Course Number:

(1st Semester – 3972) (2nd Semester – 3973)

Course Description:

Sheltered American Literature is designed to lead ELL students into a deeper study of American literature and history. Focusing on a study of American Literature, the student develops an understanding of chronological context and the relevance of period structures in American Literature. The student develops an understanding of the ways the period of work of literature affects its structure and how the chronology of a work of literature affects its meaning. Emphasis is on reading comprehension, study skills, and techniques for strengthening writing skills. This course will incorporate both the WIDA English Language Proficiency Standards and the content standards for English Language Arts (ELA). Instruction and tasks will be differentiated to accommodate English learners. This course may be offered to fulfill the American literature core curriculum requirement and any accompanying EOCT must be administered accordingly. **This course must not be combined with any other ESOL class and should be composed solely of 11th or 12th grade English language learners.**

Prerequisite:

ESOL English II

Eligibility for all ESOL courses is determined according to the state of Georgia’s ESOL placement guidelines and testing procedures. ESOL courses are only available to English *Language Learners who meet the state’s criteria.*

FINE ARTS

Art

Course Title:	Comprehensive Art
Course Number:	(1st Semester - 1006) (2nd Semester - 1008)
Course Description:	This course introduces art history, art criticism, aesthetic judgment and studio production. It emphasizes the ability to understand and use elements and principles of design through a variety of media, processes, and visual resources. Coursework explores master artworks for historical and cultural significance.
Prerequisite:	<i>None</i>
Course Title:	Drawing and Painting
Course Number:	(1st Semester - 1014) (2nd Semester - 1016)
Course Description:	This course introduces drawing and painting techniques and a variety of drawing and painting media. It 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.
Prerequisite:	<i>Completion of comprehensive Art and Art teacher's approval are required.</i>
Course Title:	Ceramics and Sculpture
Course Number:	(1st Semester - 1024) (2nd Semester - 1026)
Course Description:	This course introduces three-dimensional design through the use of clay and other sculptural materials. It explores techniques, construction, decoration, origins, and functions of Western and non-Western three dimensional art forms. Coursework includes surface decoration, additive, subtraction, and modeling methods using traditional and non-traditional materials.
Prerequisite:	<i>Completion of Comprehensive Art and Art teacher's approval are required.</i>
Course Title:	Printmaking and Fine Crafts
Course Number:	(1st Semester - 1028) (2nd Semester - 1030)
Course Description:	This course introduces a variety of printmaking techniques using processes such as relief printing (monoprint, callograph block), intaglio processes (etching and engraving) and serigraphy (silkscreen films, stencils, block-out). It investigates the historical development of printmaking in Western and non-Western cultures. Emphasizes design elements and principles; introduces art criticism approach applied to fine arts prints and crafts. Coursework will explore a variety of two and three dimensional fine art crafts. Explores historical origin and use of fine arts crafts in Western and non-Western cultures.
Prerequisite:	<i>Completion of Comprehensive Art and Art teacher's approval are required.</i>

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Course Title: Selected Studio
Course Number: (1st Semester -1352) (2nd Semester -1353)
Course Description: This course will allow 11th & 12th grade students to further their interest in a particular area of two dimensional and/or three dimensional art. Students will be able to study their area of interest with greater depth and focus on emerging mastery.
Prerequisite: *Completion of Comprehensive Art and Drawing, Painting or Ceramics and Sculpture, or Printmaking and Fine Crafts are required.*

Course Title: Art History for Visual Arts
Course Number: (1st Semester - 1345) (2nd Semester - 1346)
Course Description: This course introduces three-dimensional design through the use of clay and other sculptural materials. It explores techniques, construction, decoration, origins, and functions of Western and non-Western three dimensional art forms. Coursework includes surface decoration, additive, subtraction, and modeling methods using traditional and non-traditional materials.
Prerequisite: *Completion of Comprehensive Art and Art teacher’s approval are required.*

Course Title: Advanced Placement Studio Art I
Course Number: (1st Semester – 1096) (2nd Semester – 1098)
Course Description: This course is intended for the highly motivated art student who plans on pursuing a career in visual arts and provides an opportunity for advanced preparation for college. Coursework utilizes an interdisciplinary approach linking classical styles and techniques to contemporary and future media. A combination of media are used to create the portfolio for this class. A great deal of work outside of class time is required for the development of a high-quality portfolio (both two and three dimensional designs) as well as required museum visits. In addition, summer drawing assignments and the development of a sketchbook are expected.
Prerequisite: *Completion of Comprehensive Art, one additional art course (with completion of two additional art courses preferred) and Art teacher’s approval are required.*

Course Title: Advanced Placement Studio Art II
Course Number: (1st Semester – 1099) (2nd Semester – 2000)
Course Description: This course is an extension of AP Studio Art I and has the same requirements and expectations. A combination of media are used to create the portfolio for this class. A great deal of work outside of class time is required for this advanced course. Additionally, summer drawing assignments and the development of a sketchbook are expected.
Prerequisite: *Completion of AP Studio Art I and Art teacher’s approval are required.*

Course Title: Advanced Placement Art History
Course Number: (1st Semester -1348) (2nd Semester -1349)
Course Description: This course is open to 11th and 12th grade students. The course will cover Western Art and Non-Western with an emphasis on Western Art. Coursework will be broken down into six weeks of Non-Western Art and the remaining time will be used to chronologically survey Western

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Art from Pre-Historic times to present, including modern trends and ideas in the ever changing works of art. It will combine proper historical techniques and procedures with the emphasis on the unique position and role of the artist, the work of art, and the art critic.
Art teacher approval is required.

Prerequisite:

Theatre

Course Title:	Theatre Fundamentals
Course Number:	(1st Semester - 1274) (2nd Semester - 1276)
Course Description:	This course will introduce students to the history of theater, performance techniques, stage movements, improvisation, and play production. Emphasis is placed on proper use of voice and body as acting tools, and development of creative abilities and the imagination.
Prerequisite:	<i>None</i>
Course Title:	Theatre Acting
Course Number:	(1st Semester - 1284) (2nd Semester - 1286)
Course Description:	This course introduces advanced acting process. Stresses developing imagination, observation, concentration powers and self-discipline. It includes developing physical and vocal control while transmitting emotions, convictions and ideas; enhances self-confidence and self-awareness. Coursework focuses on scene study.
Prerequisite:	<i>Completion of Theatre Acting and Theatre teacher's approval are required.</i>
Course Title:	Advanced Drama I
Course Number:	(1st Semester – 1294) (2nd Semester – 1296)
Course Description:	This course introduces acting and theatre as disciplined art forms; covers methods to observe and understand human behavior and to use those observations to create a character. It includes basic techniques of stage movement and use of physical expression for communication. Coursework enhances vocal techniques and specific patterns for better verbal communication.
Prerequisite:	<i>Completion of Theatre Fundamentals and Theatre Acting courses and Theatre teacher's approval are required.</i>
Course Title:	Advanced Drama II
Course Number:	(1st Semester – 1304) (2nd Semester – 1306)
Course Description:	Enhances Advanced Drama skills; focuses on continued development of observation skills for character creation. Coursework uses historical, textual and improvisational studies.
Prerequisite:	<i>Completion of Theatre Fundamentals, Theatre Acting, Advanced Drama I, and Theatre teacher approval are required.</i>
Course Title:	Dramatic Arts/Musical Theatre
Course Number:	(1st Semester – 1340) (2nd Semester – 1341)
Course Description:	This course introduces the student to the basic elements of music, rehearsal and performance techniques, and the history of theatre.
Prerequisite:	<i>Permission of Instructor</i>
Course Title:	Dramatic Arts/Technical Theatre
Course Number:	(1st Semester – 1342) (2nd Semester – 1343)
Course Description:	Focus will include stage and prop design. Management, lighting and directing will be explored.
Prerequisite:	<i>Permission of Instructor</i>

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Course Title: **Beginning Chorus**
Course Number: **(1st Semester - 1212) (2nd Semester - 1213)**
Course Description: This course is designed for the student who has had some choral training and desires to perform on a limited basis. Basic skills for proper vocal production will be stressed and expanded upon. Fundamental music theory principles will be reviewed and expanded upon as well. Music history will be studied with an emphasis on the particular style and period of the pieces being sung. Due to the performance nature of this course, students must be willing to attend all rehearsals and performances during and/or outside the school day.
Prerequisite: *Approval of Choral Director required. An audition may be required.*

Course Title: **Intermediate Chorus**
Course Number: **(1st Semester - 1252) (2nd Semester - 1253)**
Course Description: This course is designed to teach the student intermediate sight-singing and choral methods. The course will emphasize increased accuracy in articulation, diction, balance, blend, and expression. Rehearsal and performances during and outside of the regular school day are a requirement of this course. Due to the performance nature of this course, students must be willing to attend all rehearsals and performances during and/or outside the school day.
Prerequisite: *Beginning Chorus and/or approval of Choral Director required. An audition is required.*

Course Title: **Advanced Chorus**
Course Number: **(1st Semester - 1262) (2nd Semester - 1263)**
Course Description: This course is designed to teach advanced sight-singing and choral methods. Due to the performance nature of this course, students must be willing to attend all rehearsals and performances during and/or outside the school day.
Prerequisite: *Intermediate Chorus and/or approval of Choral Director required. An audition is required.*

Course Title: **Select Ensemble**
Course Number: **(1st Semester - 1268) (2nd Semester - 1269)**
Course Description: This course is designed to teach advanced sight-singing and choral methods. Due to the performance nature of this course, students must be willing to attend all rehearsals and performances during and/or outside the school day.
Prerequisite: *Advanced Chorus and/or approval of Choral Director required. An audition is required.*

Band

Course Title: **Concert Band II**
Course Number: **(1st Semester - 1132) (2nd Semester - 1133)**
Course Description: This course is designed to offer students the opportunity to further develop fundamental skills and advance as musicians through the performance of band literature. Due to the performance nature of this course, students must be willing to attend all rehearsals and performances during and/or outside the school day. Additionally, participation in marching band may be required.
Prerequisite: Prior band experience is required.
Approval of Band Director is required. An audition may be required. Prior band experience is required.

Course Title: **Concert Band I**
Course Number: **(1st Semester - 1152) (2nd Semester - 1153)**
Course Description: This course is offered to students of a more advanced level of musicianship. Due to the performance nature of this course, students must be willing to attend all rehearsals and performances during and/or outside the school day. Due to the performance nature of this course, students must be willing to attend all rehearsals and performances during and/or outside the school day. Additionally, participation in marching band may be required.
Prerequisite: *Approval of Band Director is required. An audition may be required. Prior band experience is required.*

Course Title: **Symphonic Band II**
Course Number: **(1st Semester - 1162) (2nd Semester - 1163)**
Course Description: This course is offered to students of the highest level of musicianship. Due to the performance nature of this course, students must be willing to attend all rehearsals and performances during and/or outside the school day. Additionally, participation in marching band may be required.
Prerequisite: *Approval of Band Director is required. An audition is required. Prior band experience is required.*

Course Title: **Symphonic Band I**
Course Number: **(1st Semester - 1168) (2nd Semester - 1169)**
Course Description: This course is offered to students of the highest level of musicianship. Due to the performance nature of this course, students must be willing to attend all rehearsals and performances during and/or outside the school day. Additionally, participation in marching band may be required.
Prerequisite: *Approval of Band Director is required. An audition is required. Prior band experience is required.*

Course Title: **Jazz Ensemble**
Course Number: **(1st Semester - 1120) (2nd Semester - 1121)**
Course Description: This course is designed to offer students exposure to the jazz/small ensemble performance idiom. Due to the performance nature of this course, students must be willing to attend all rehearsals and

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Prerequisite: performances during and/or outside the school day. Additionally, participation in marching band may be required.
Approval of Band Director is required. An audition is required. Prior band experience is required.

Course Title: Percussion Ensemble
Course Number: (1st Semester - 1123) (2nd Semester - 1124)
Course Description: This course is designed to provide performance opportunities to students in the field of percussion – both marching and concert. Opportunities include, but are not limited to, marching band, indoor drum line, percussion ensemble, and solo literature. Due to the performance nature of this course, students must be willing to attend all rehearsals and performances during and/or outside the school day. Additionally, participation in marching band may be required.
Prerequisite: *Approval of Band Director is required. An audition is required. Prior band experience is required.*

Course Title: General Band
Course Number: (1st Semester - 1132) (2nd Semester - 1133)
Course Description: This course is offered to students for performance opportunities outside of the normal band course offerings. These include, but are not limited to, beginning band, small ensemble, and color guard.
Prerequisite: *Approval of Band Director is required. An audition is required. Prior band experience may be required.*

Orchestra

Course Title: **Beginning Orchestra**
Course Number: **(1st Semester - 1178) (2nd Semester - 1179)**
Course Description: This course is designed to offer students the opportunity to further develop fundamental skills and advance as musicians through the performance of orchestral literature. Due to the performance nature of this course, students must be willing to attend all rehearsals and performances during and/or outside the school day.
Prerequisite: *Approval of Orchestra Director is required. An audition may be required. Prior orchestra experience may be required.*

Course Title: **Intermediate Orchestra**
Course Number: **(1st Semester - 1180) (2nd Semester - 1181)**
Course Description: This course is offered to students of a more advanced level of musicianship. Due to the performance nature of this course, students must be willing to attend all rehearsals and performances during and/or outside the school day.
Prerequisite: *Approval of Orchestra Director is required. An audition is required. Prior orchestra experience is required.*

Course Title: **Advanced Orchestra**
Course Number: **(1st Semester - 1182) (2nd Semester - 1183)**
Course Description: This course is offered to students of the highest level of musicianship. Due to the performance nature of this course, students must be willing to attend all rehearsals and performances during and/or outside the school day.
Prerequisite: *Approval of Orchestra Director is required. An audition is required. Prior orchestra experience is required.*

Course Title: **Select Ensemble**
Course Number: **(1st Semester - 1184) (2nd Semester - 1185)**
Course Description: This course is offered to students of the highest level of musicianship. Due to the performance nature of this course, students must be willing to attend all rehearsals and performances during and/or outside the school day.
Prerequisite: *Approval of Orchestra Director is required. An audition is required. Prior orchestra experience is required.*

Music Appreciation/Theory/Piano/Dance

Course Title:	Music Appreciation
Course Number:	(1st Semester - 1092) (2nd Semester - 1102)
Course Description:	This course is designed for the non-musician and will include a survey of music in society, the evolution of modern music, and the influence of culture on 20th century music. The focus of this class is history and the development of listening skills, rather than performance. Course material will begin with early music in its transformation, styles in modern music, careers in music, music technology, and music's role in society throughout history.
Prerequisite:	<i>None</i>
Course Title:	Gifted Fine Arts Survey
Course Number:	(1st Semester -1350) (2nd Semester -1351)
Course Description:	This course is designed for students in the Gifted Education program in the 11 th and 12 th grades. It will survey the arts in their historical and cultural context from prehistoric times to present. Visual art, architecture, dance, music and cinema will be included. Coursework emphasis will be given to the needs of the gifted student by focusing on creativity and critical thinking. Students will develop critiques of major artistic creations and will also create paintings, sculptures, musical compositions, architectural models and short movies.
Prerequisite:	<i>11th or 12th grade gifted students. Choral, Band, or Orchestra Director approval is required.</i>
Course Title:	Music Theory
Course Number:	(1st Semester - 1105) (2nd Semester - 1106)
Course Description:	This course covers music terminology and notational skills, writing skills, visual analysis and aural skills. Coursework emphasizes composition techniques and analysis of Western masterworks from all musical styles and offers opportunities to create and produce original works.
Prerequisite:	<i>Choral, Band, or Orchestra Director approval is required.</i>
Course Title:	Advanced Placement Music Theory
Course Number:	(1st Semester - 1140) (2nd Semester - 1141)
Course Description:	This course conforms to College Board topics for the Advanced Placement Music Theory Examination. It covers terminology and notational skills, writing skills, visual analysis and aural skills with advanced levels of understanding. Students will be required to create and produce original works.
Prerequisite:	Students must have two years of successful participation in a high school music-performing ensemble. <i>Choral, Band, or Orchestra Director approval is required..</i>
Course Title:	Beginning Keyboard Techniques
Course Number:	(1st Semester - 1200) (2nd Semester - 1201)
Course Description:	This course will introduce students to various forms of dance with an emphasis on modern dance. Proper warm-up, conditioning and strength

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techniques will be utilized. Specific clothing and shoes may be required.

Prerequisite:

Permission of Instructor

Course Title:

Modern Dance

Course Number:

(1st Semester – 1400) (2nd Semester – 1401)

Course Description:

This course will introduce student to various forms of dance with an emphasis on modern dance. Proper warm-up, conditioning and strength techniques will be utilized. Specific clothing and shoes may be required.

Prerequisite:

Audition and/or Permission of Instructor

WORLD LANGUAGES

Course Title: Spanish I
Course Number: (1st Semester - 1512) (2nd Semester - 1522) (Also Offered Online)
Course Description: In this course students begin developing proficiency in the four basic skills: listening, speaking, reading, and writing Spanish. It is a vocabulary-rich environment where survival skills are taught along with cultural information about the many Spanish-speaking countries. Activities include dialogue, role-playing, celebrations, films, videos, recordings, games, food study and other activities which provide an overview of the language.
Prerequisite: *There are no prerequisites.*

Course Title: Spanish II
Course Number: (1st Semester - 1533) (2nd Semester - 1543) (Also Offered Online)
Course Description: In this course students continue to develop proficiency in listening, speaking, reading, and writing Spanish. It also continues to increase students' knowledge and appreciation of the diverse countries whose language they are learning. Emphasis is on a thorough tense study, grammatical structure, and language development.
Prerequisite: *Spanish I*

Course Title: Honors Spanish II
Course Number: (1st Semester - 1588) (2nd Semester - 1590)
Course Description: This course covers the same topics and concepts as Spanish II but does so in greater depth and with expanded vocabulary development. It is intended for students who plan to continue into Spanish III and AP Spanish.
Prerequisite: *Spanish I*

Course Title: Honors Spanish III
Course Number: (1st Semester - 1553) (2nd Semester - 1563)
Course Description: Students continue to develop the oral and written language skills acquired in Spanish I and II. Spanish III extends the students' knowledge of the language by exploring Spanish literature, politics, history, and daily life more in depth. Readings, skits, short stories, role-playing, video presentations, and comprehension games are used to reinforce skills.
Prerequisite: *Spanish II*

Course Title: Honors Spanish IV
Course Number: (1st Semester - 1573) (2nd Semester - 1583)
Course Description: This course is designed to immerse the student in more advanced topics of Spanish. Reading skills are developed by using poems, short stories, and a variety of culturally diverse current events. Listening is enhanced by using tapes, films, CD's and computer-generated comprehension activities. Writing is developed as the student creates personal examples of their work. Speaking and writing skills are further developed.
Prerequisite: *Spanish III*

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Course Title: **Advanced Placement Spanish Language**
Course Number: **(1st Semester - 1585) (2nd Semester – 1586)**
Course Description: This course conforms to the College Board topics for the AP Spanish Language exam. Students will use the language for active communication. The course stresses the ability to understand Spanish in various contexts; to develop a vocabulary sufficient for reading newspapers, magazines, literary texts, and other non-technical writing; and to express oneself in speech and in writing coherently, fluently, and accurately.
Prerequisite: *Spanish III*

Course Title: **Spanish for Native Speakers Level I**
Course Number: **(1st Semester - 1571) (2nd Semester - 1572)**
Course Description: 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. During this course, students will gain confidence using Spanish to express their own thoughts on social and academic themes, interact with other speakers of the language, understand oral and written messages, make oral and written presentations, reflect on language variation, and critically view and evaluate media resources and web sites. Students will be able to understand material presented on a variety of topics related to contemporary events and issues in Hispanic communities. **This course is intended for native Spanish speaking students only.** Prerequisite: Permission of instructor.
Prerequisite: *There are no prerequisites.*

Course Title: **Spanish for Native Speakers Level II**
Course Number: **(1st Semester - 1574) (2nd Semester - 1575)**
Course Description: This course focuses on the development of advanced 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 continue to develop awareness and understanding of Hispanic cultures, including language variation, customs, geography, history, and current events. During this course, students will gain proficiency in using Spanish in increasingly complex ways to express thoughts on social and academic themes, interact with other speakers of the language, understand oral and written messages, make oral and written presentations, reflect on language variation, and critically view and evaluate media resources and web sites. Students will be able to understand material presented on a variety of topics related to contemporary events and issues in Hispanic communities. **This course is intended for native Spanish speaking students only.**
Prerequisite: *Spanish for Native Speakers Level I and/or permission of instructor.*

Course Title: **American Sign Language Level I**
Course Number: **(1st Semester - 1700) (2nd Semester - 1705)**
Course Description: In this course students begin developing proficiency in sign language skills. It is a vocabulary-rich environment that will include finger

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spelling, numbers and basic communications. Students will learn the history of the deaf and will be exposed to translation and interpretation skills. Students will develop conversational skills and competence.

Prerequisite:

There are no prerequisites.

Course Title:

American Sign Language Level II

Course Number:

(1st Semester - 1710) (2nd Semester - 1715)

Course Description:

This course continues to develop proficiency in signing – finger spelling, numbers and communication – and focuses on communication between students and the hearing impaired.

Prerequisite:

American Sign Language Level I

Course Title:

French I

Course Number:

(1st Semester - 1592) (2nd Semester - 1602)

Course Description:

In this course students begin developing proficiency in the four basic skills: listening, speaking, reading, and writing French. This vocabulary-rich environment will teach students basic survival skills as well as general cultural information of French speaking countries.

Activities include: dialogue, role-playing, culture days, food experimentation, oral presentations, and films.

Prerequisite:

There are no prerequisites.

Course Title:

French II

Course Number:

(1st Semester - 1613) (2nd Semester - 1623)

Course Description:

In this course students continue to develop proficiency in listening, speaking, reading, and writing French. Emphasis is on a thorough tense study, grammatical structure, and language development.

Discussion of French culture, history, and literature will be introduced in context with learning the language.

Prerequisite:

French I

Course Title:

Honors French II

Course Number:

(1st Semester – 1615) (2nd Semester – 1625)

Course Description:

This course covers the same topics and concepts as French II but does so in greater depth and with expanded vocabulary development. It is intended for students who plan to continue into French III and AP French.

Prerequisite:

French I

Course Title:

Honors French III

Course Number:

(1st Semester - 1633) (2nd Semester - 1643)

Course Description:

Students will continue to develop the oral and written language skills acquired in French I and II. They will explore French culture through films, videos, and literary selections. Activities include: reading plays, short stories, poems, role-playing, video presentations, library research, Internet exploration, and creative writing.

Prerequisite:

French II

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Course Title: Honors French IV
Course Number: (1st Semester - 1653) (2nd Semester - 1663)
Course Description: French IV is designed to immerse students further into the topics addressed in French I, II, and III. Topics include: analysis and study of the history of France, French literary selections, poems, short stories, plays, short novels, film, and other artistic media. Students develop oral, written, reading and listening skills.
Prerequisite: *French III*

Course Title: Advanced Placement French Language
Course Number: (1st Semester - 1645) (2nd Semester – 1646)
Course Description: This course conforms to the College Board topics for the AP French Language exam. Students will use the language for active communication. The course stresses the ability to understand French in various contexts; to develop a vocabulary sufficient for reading newspapers, magazines, literary texts, and other non-technical writing; and to express oneself in speech and in writing coherently, fluently, and accurately.
Prerequisite: *French III*

Course Title: German I (Located at SHS, UGHS, WHS)
Course Number: (1st Semester – 1665) (2nd Semester – 1667)
Course Description: In this course students begin developing proficiency in the four basic skills: listening, speaking, reading, and writing German. It is a vocabulary-rich environment where survival skills are taught along with cultural information about German speaking countries. Activities include dialogue, role-playing, celebrations, films, videos, recordings, games, food study, and other activities that provide an overview of the language.
Prerequisite: *There are no prerequisites.*

Course Title: German II (Located at SHS, UGHS, WHS)
Course Number: (1st Semester – 1666) (2nd Semester – 1668)
Course Description: Students continue to develop proficiency in listening, speaking, reading, and writing in German. Emphasis is on a thorough tense study, grammatical structure, and language development. Discussion of German culture, history, and literature will be introduced in context with learning the language.
Prerequisite: *German I*

Course Title: Honors German II (Located at SHS, UGHS, WHS)
Course Number: (1st Semester – 1675) (2nd Semester – 1676)
Course Description: This course covers the same topics and concepts as German II but does so in greater depth and with expanded vocabulary development. It is intended for students who plan to continue into German III and IV.
Prerequisite: *German I*

Course Title: Honors German III (Located at SHS, UGHS, WHS)
Course Number: (1st Semester – 1672) (2nd Semester – 1674)
Course Description: Students will continue to develop the oral and written language skills acquired in German I and II. They will explore German culture

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through films, videos, and literary selections. Activities include: reading plays, short stories, and poems, role-playing, video presentations, library research, Internet exploration and creative writing.

Prerequisite: *German II*

Course Title: **Honors German IV (Located at SHS, UGHS, WHS)**

Course Number: **(1st Semester – 1677) (2nd Semester – 1678)**

Course Description: This course is designed to immerse the student in more advanced topics. Reading skills are developed by using poems, short stories and a variety of events. Listening is enhanced by using tapes, films, and CD's. Students create personal writing examples. Speaking and writing skills are further developed.

Prerequisite: *German III*

Course Title: **Advanced Placement German Language and Culture**

Course Number: **(1st Semester - 1760) (2nd Semester – 1761)**

Course Description: This course conforms to the College Board topics for the AP German Language exam. Students will use the language for active communication. The course stresses the ability to understand Spanish in various contexts; to develop a vocabulary sufficient for reading newspapers, magazines, literary texts, and other non-technical writing; and to express oneself in speech and in writing coherently, fluently, and accurately.

Prerequisite: *German III*

Course Title: **Latin I (Located at SHS, UGHS, WHS)**

Course Number: **(1st Semester –1680) (2nd Semester –1682) (Also Offered Online)**

Course Description: Latin I is a college preparatory course in which students are introduced to classical Latin vocabulary and grammar. In Latin I, students begin acquiring reading skills in Latin as well as strengthening their English reading and vocabulary skills through vocabulary building and analyzing sentence structure. Through the reading selections and class discussions, students learn about the daily lives of the Romans and make comparisons relevant to today's society. Although students do not conduct face-to face conversations in Latin, they may use Latin orally to initiate and respond to simple statements and commands as well as read Latin aloud. Elementary writing tasks also build a bridge to understanding the written word.

Prerequisite: *There are no prerequisites.*

Course Title: **Latin II (Located at SHS, UGHS, WHS)**

Course Number: **(1st Semester – 1690) (2nd Semester – 1691)**

Course Description: **(Also Offered Online)** Students in Latin II do a thorough review of the grammar and vocabulary studied in Latin I. Students learn new grammatical and vocabulary skills throughout the year and learn about Rome society. Students become familiar with many of the ancient structures, dining customs, education, housing, and the forms of entertainment available to the ancient Romans. Students study Roman history and focus on the

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period of the Republic. In addition to the text, students read from authentic ancient works.

Prerequisite:

Latin I

Course Title:

Latin III (Located at SHS, UGHS, WHS)

Course Number:

(1st Semester – 1696) (2nd Semester – 1697)

(Also Offered Online)

Course Description:

This language course focuses on the continued development of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. It assumes that the students have completed a Level II course or are at a Novice-Mid to Novice-High level of proficiency. Students are introduced to more complex syntactical and grammatical structures. Through readings and class discussions, students learn about the literary and stylistic devices appropriate for either prose or poetry. Concentration is also focused on the philosophic, historic, and cultural aspects relevant to these selections. Students make connections between the ancient strands of mythology, history, literature, and art to those same classical allusions in the modern world.

Prerequisite:

Latin II and permission of Instructor

HEALTH & PHYSICAL EDUCATION

Course Title: Personal Fitness
Course Number: 3022 (A1/2 Credit Offered Online)
Course Description: Personal Fitness provides instruction in methods to attain a healthy level of physical fitness. The course covers how to develop a lifetime fitness program based on personal fitness assessment and stresses strength, muscular endurance, flexibility, body composition, and cardiovascular endurance. It includes fitness principles, nutrition, fad diets, weight control, stress management, adherence strategies, and consumer information and promotes self-awareness and responsibility for fitness. *This course is required for graduation* and is one semester in length.
Prerequisite: None

Course Title: Health
Course Number: 3012 (1/2 Credit Offered Online)
Course Description: Health explores the mental, physical, and social aspects of life and how each contributes to total health - substance abuse prevention, disease prevention, environmental health, family life education, health careers, consumer health, and community health. *This course is required for graduation* and is one semester in length.
Prerequisite: None

Course Title: Individual / Dual Sports
Course Number: (1st Semester - 3042) (2nd Semester - 3052)
Course Description: Individual and dual sports is an elective course that introduces students to activities involving recreational and competitive lifetime opportunities. Students will be encouraged to improve and engage in rule and strategy concepts to achieve a level of lifetime enjoyment.
Prerequisite: None

Course Title: Team Sports
Course Number: (1st Semester - 3102) (2nd Semester - 3112)
Course Description: Team Sports is an elective physical education course that provides opportunities for students to participate in different team oriented sports such as volleyball, softball, basketball, flag football, soccer, team handball, floor hockey, and kickball.
Prerequisite: None

Course Title: Aerobics
Course Number: (1st Semester - 3122) (2nd Semester - 3132)
Course Description: Aerobics provides opportunities to perform choreographic routines to music and to increase strength, cardiovascular and muscular endurance, and flexibility. Aerobics includes fitness concepts for developing healthy lifetime habits.
Prerequisite: None

Course Title: First Aid / Safety
Course Number: 3172

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Course Description: First Aid & Safety focuses on developing safety habits, stresses prevention of accidents and injuries, and basic life saving, and first aid techniques.

Prerequisite: *None*

Course Title: **Beginning Weight Training**
Course Number: (1st Semester - 3062) (2nd Semester - 3072)

Course Description: This course is designed to introduce the fundamentals of weight training. Students will be taught the fundamentals and techniques for improving and developing strength, flexibility, and endurance. Students will also be introduced to a variety of methods and materials for gaining strength, weight control, relieving stress, and building muscle endurance.

Prerequisite: *None*

Course Title: **Advanced Weight Training**
Course Number: (1st Semester - 3082) (2nd Semester - 3092)

Course Description: This course is designed to further develop the advancement of weight training. This course will be covering developing personal weight training, strength, power, speed, and endurance programs. Students will be instructed on major core lifts, and is not limited to sport specific lifts, running, plyometric, and agility improvement activities. The students will be instructed in weight control enhancement, weight gaining fads, and nutrition supplements.

Prerequisite: *Beginning Weight Training*

Gymnastics

Course Title: **Introductory Gymnastics, Stunts and Tumbling**
Course Number: (1st Semester - 3133) (2nd Semester - 3134)

Course Description: Introduces gymnastics, stunts and tumbling; emphasizes safety measures. Uses basic gymnastic equipment such as the balance beam, uneven bars, parallel bars, rings, side horse and horizontal bars.

Prerequisite: *None*

