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**Valdosta High School**  
**Course Description Guide**  
**2017-2018**



Valdosta High School  
3101 North Forrest Street  
Valdosta, GA 31602  
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[www.gocats.org](http://www.gocats.org)

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## **Nondiscrimination Policy**

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It is the policy of the Valdosta City Board of Education not to discriminate on the basis of gender, age, race, color, disability, religion, national origin or sexual orientation in educational programs, activities, and employment.. All CTAE Programs are open to all students regardless of race, color, national origin, including those with limited English proficiency, sex or disability in grades 9-12.

# Principal's Message

*Dear Students,*

*Education is an ongoing process. Methods and techniques are constantly undergoing revisions in order to insure the best possible education for you. In today's society where there is so much to learn, it is essential that you be taught in the most efficient and effective manner possible.*

*It is an exciting time at Valdosta High School and we are thrilled with all the students who have decided to join our team. Together we can continue our path toward excellence and our desire to strive to become The Premiere High School in the state of Georgia.*

*Transformation is in the air at Valdosta High School and with change comes excitement and opportunity. We believe in order to reach a high level of success, we cannot stagnate, we must strive to fortify our weaknesses and build our strengths to make sure every student succeeds.*

*As we get ready for the upcoming school year, we want to ask you to take a few moments to read through the information and fill out the forms needed to help the beginning of the school year run smooth and efficient.*

*Keep your goals in mind and select those courses that will help make your plans become reality. Contact your counselor or teachers to help you with any questions.*

*Sincerely,*

*Dr. Janice Richardson*

*Principal*



# Graduation Requirements: Valdosta High School

FRESHMAN ENTERING FALL 2011 AND BEYOND **AND** FRESHMAN ENTERING FALL 2015 AND BEYOND

Course Requirements	General Diploma
<b>English</b>	<b>4 Units</b>
	9th Literature/Comp; American Literature or AP Language or IB English SL; British Literature, World Literature, or Multicultural Literature or AP Literature or IB English HL
<b>Math</b>	<b>4 Units</b>
	(Students who entered 9 <sup>th</sup> grade fall 2011 and beyond) Algebra 1 or equivalent; Geometry or equivalent; and Algebra II or equivalent; 1 additional approved core Math course  (Students who entered 9 <sup>th</sup> grade fall 2015 and beyond) *Foundations of Algebra; Algebra I; Geometry; Algebra II; 1 additional approved core Math course
<b>Science</b>	<b>4 Units</b>
	Biology or AP/IB Biology; Physical Science or Physics; Environmental Science or Earth Science or Chemistry or AP/IB Science; 4th approved science
<b>Social Studies</b>	<b>3-4 Units (American Gov: minimum .5 Unit and Economics: minimum .5 Unit)</b>
	American Government or AP Gov-Politics-US; World History or AP World History; U.S. History or AP US History or IB History of the Americas SL; Economics or AP/IB Economics
Health/Personal Fitness	1 Unit
	.5 Unit Health; .5 Unit Personal Fitness
Computer Tech/Fine Arts and/or Modern Language/JROTC and/or Tech/Career Electives	3 Units (2 Units of the same Modern Language are required for admission to most 4 year colleges)
Unrestricted Electives	Additional Units
Minimum Total Units Required	Class of 2016 – 27 Units; Class of 2017 – 26 Units; Class of 2018 – 25 Units; Class of 2019 and beyond – 24 Units;

\*College admissions requirements vary. Students and parents are encouraged to review the admissions requirements of the colleges they are considering early in order to complete the required high school courses.

## GRADUATION REQUIREMENTS

In order to graduate with a General Diploma students in Georgia must:

- Successfully complete the required high school coursework

*Students are encouraged to complete a CTAE pathway, an advanced academic pathway, a fine arts pathway, or a world language pathway within their program of study.*

## VHS Pathways

### VHS Fine Arts Pathways

A student has completed a Fine Arts Pathway with three courses, from any one of the four areas.

Music Pathway

Theatre Pathway

Visual Arts Pathway

Dance Pathway

### VHS CTAE Pathways

A pathway groups together elective courses that have the same career focus that a student plans to pursue. Choosing a pathway will lead to a better understanding of a career field and an opportunity to earn industry recognized credentials.

A student has completed a CTAE Pathway with three courses from a specific area of concentration.

Accounting Pathway

Automobile Maintenance and Light Repair Pathway

Business and Technology Pathway

Carpentry Pathway

Computer Science Pathway

Entrepreneurship Pathway

Financial Services Pathway

Graphic Communications Pathway

Healthcare Informatics Pathway

Law Enforcement Services Pathway

Navy JROTC Pathway

Teaching as a Profession Pathway

Therapeutic Services -Dental Science Pathway

Therapeutic Services-Patient Care Pathway

Web and Digital Design Pathway

Welding Pathway

### VHS Advanced Academic Pathways

#### Advanced Academic Pathway in ELA Criteria:

- 1) Completed 4 required credits in ELA, AND earned credits in two sequential courses in one world language, AND
- 2) Student's course history in ELA (23 course codes) includes at least:  
one AP\* Course Code (23.053 AP Lang; 23.065 AP Lit) or one IB\* Course Code (23.06800 IB Eng SL; 23.06900 IB Eng HL)  
or one post-secondary enrollment code in 23 that fulfills a core graduation requirement in ELA, AND

#### Advanced Academic Pathway in Mathematics Criteria:

- 1) Completed 4 required credits in mathematics, AND earned credits in two sequential courses in one world language, AND
- 2) Student's course history in mathematics (27 course codes) includes at least:  
one AP\* Course Code (27.072 AP Calculus; 27.074 AP Statistics) or one IB\* Course Code (27.06120 IB Math SL; 27.05240 IB Math)  
or one post-secondary enrollment code in 27 that fulfills a core graduation requirement in Mathematics, AND

**Advanced Academic Pathway in Science**

- 1) Completed 4 required credits in science, AND earned credits in two sequential courses in one world language, AND
- 2) Student’s course history in science (26 course codes and 40 course codes) includes at least: one AP\* Course Code (26.014 AP Biology; 40.053 AP Chemistry) or one IB\* Course Code (26.018 IB Biology SL; 26.019 IB Biology HL) or one post-secondary enrollment code in 26 or 40 that fulfills a core graduation requirement in Science, AND

**Advanced Academic Pathway in Social Studies Criteria:**

- 1) Completed 3 required credits in social studies, AND earned credits in two sequential courses in one world language, AND
- 2) Student’s course history in social studies (45 course codes) includes at least: one AP\* Course Code ( 45.052 AP Gov; 45.062 AP Economics; 45.0811 AP World History; 45.082 AP US History) or one IB\* Course Code (45.01700 IB Psychology SL; 45.08700 IB History of the Americas SL; 45.08800 IB 20th Century History) or one post-secondary enrollment code in 45 that fulfills a core graduation requirement in Social Studies, AND

**World Language Pathway**

- 1) Student’s course history in one world language includes:  
3 distinct high school Course Codes; includes at least 2 distinct Course Codes plus a third code: IB course (Fr,60.0112; Sp 60.0713 or) or one post secondary enrollment course code in the same World Language reflecting a third course at the college level.

## **Honors, Advanced Placement and IB Courses**

Honors and Advanced Placement or IB courses serve students in Language Arts, Math, Science, Social Studies, and Art. AP or IB students must remain in the course for the full academic year. Valdosta High School recommends that students entering honors courses be avid readers and competent writers who have good study habits. Students who accept the rigorous challenges of Honors, Advanced Placement, and IB courses should be curious about learning and capable of working independently. AP and IB courses are taught at the college level and students should be prepared to meet the demands of college level courses.

## **Earning College Credit While In High School (College Credit Now)**

### **Advanced Placement Courses (AP)**

Advanced Placement courses welcome highly motivated students who are willing and ready to do college-level work. The College Board approves the curricula, and students use college textbooks. In May, all students who take AP courses must take an exam in that course. Those who earn a score accepted by the college they attend will earn college credit and/or exemption of certain college courses.

### **IB Courses (IB)**

The International Baccalaureate (IB) is a two year, college-level programme of studies (Grade 11 & 12) with worldwide validity and an internationally recognized diploma. In the competitive world of today, the IB programme is designed to enhance and sharpen students' aptitudes and skills, creating in them a thirst for knowledge, the keenness to learn, and the ability to research through its exceptionally evolved educational programme.

### **Move On When Ready (MOWR) Program through VSU, GMC, South Georgia or Wiregrass (Academic courses only)**

Students may be enrolled part-time or full-time in college level coursework through the MOWR program. Students will not lose any college HOPE funding by participating in MOWR during high school. Students must meet eligibility requirements for the MOWR Program for the individual college (3.0 academic GPA and minimum ACCUPLACER/SAT/ACT score required).

Students may be responsible for additional cost. If a student is eligible and wishes to enroll in the MOWR program the student and parents must meet with the student's counselor.

### **MOWR Program through Wiregrass (Technical Courses)**

Students seeking technical certificates or diplomas in courses offered at VHS and/or Wiregrass, must meet eligibility requirements for the course determined by an ACCUPLACER test score. Courses may be offered at VHS and/or Wiregrass. Courses must be approved by the student's counselor.



# VHS Course Descriptions

## English Language Arts

### **Ninth Grade Literature and Composition**

**Prerequisite: None**

Freshmen study literary genres (short stories, novels, tales, poetry, mythology, drama, and nonfiction). The students explore how literary form affects interpretation, as they develop an understanding of both the structure and the meaning of a literary work. Students read across the curriculum to develop academic and personal interests in different subjects. Students also demonstrate competency in a variety of writing genres: narrative, expository, persuasive, and technical writing. The students engage in short writing, extended writing, timed writings, and research. Instruction in language conventions occurs within the context of reading, writing, and speaking, rather than in isolation. The students demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes. The course reflects both the Georgia Performance Standards and the Common Core Standards.

**End of Course Test is required.**

### **Honors Ninth Grade Literature and Composition**

**Prerequisite: Students should be avid readers, competent writers, curious and capable of working independently.**

Freshmen who meet the honors enrollment criteria master the content of Ninth Grade Literature and Composition, complemented by extensive student-directed learning activities. Students assume responsibility for careful reading and interpretation of literature and produce writing marked by complexity. Curriculum and instructional strategies seek to encourage higher level critical thinking and to prepare students for the most challenging courses beyond ninth grade. Summer reading is required prior to ninth grade.

**End-of-Course Test is required.**

### **Reading Enrichment**

**Prerequisite: Students are selected for the course based on reading ability level.**

In this course, students receive reinforcement in the following strands: Reading and Literature, Reading across the Curriculum, Writing, Conventions, and Listening, Speaking, and Viewing. Students improve reading skills through small and large group direct instruction, online learning, and monitored independent reading. The course enhances reading skills necessary for learning in any subject.

### **American Literature and Composition**

**Prerequisite: Ninth Grade Literature and Composition**

Students read a variety of American literary texts and related informational texts in all genres and modes of discourse. They develop an understanding of the how the chronology of a work affects its structure and its meaning. The students engage in short writing, extended writing (prewriting, drafting, revising, and editing), timed writings, and research. Writing is primarily persuasive and requires textual evidence from related readings. Students write coherent and focused texts that convey a well- defined perspective and tightly-reasoned argument. The writing exhibits the student's awareness of audience and purpose. Instruction in language conventions occurs within the context of reading, writing, and speaking. The course reflects both the Georgia Performance Standards and the Common Core Standards.

**End-of-Course Test is required.**

### **Honors American Literature and Composition**

**Prerequisite: Ninth Grade Literature and Composition**

**Students should be avid readers, competent writers, curious and capable of working independently.**

Juniors master the content of American Literature and Composition, complemented by extensive student- directed learning activities. Students assume responsibility for careful reading and interpretation of literature and will be expected to produce writing marked by complexity. Curriculum and instructional strategies prepare students for the most

challenging courses beyond eleventh grade. The course emphasizes higher level critical thinking and development of an individual writing style. Summer reading is required prior to eleventh grade.

**End-of-Course Test is required.**

### **Advanced Placement Language and Composition (2 semesters)**

**Prerequisite: Students should be avid readers, competent writers, curious and capable of working independently.**

Juniors in this course commit to a full year of rigorous college-level study of a curriculum approved by The College Board. Enrollment in the first semester of AP Language encompasses the content of American Literature and Composition, satisfies the state requirement for American Literature and Composition, and culminates in the American Literature End of Course Test. To prepare for The College Board AP English Language and Composition exam given in May, students engage in student-directed learning activities and learn to identify and explicate rhetorical strategies in expository, analytical, and argumentative essays. Their writing reflects an understanding of the connection between close reading and writing mature prose. In both courses students: learn at a rate commensurate with ability, deal with material that intellectually mature students find engaging, refine reading and writing skills necessary for success in college and in the world of work, cultivate habits of reading, writing, and thinking that characterize life-long enjoyment of learning, earn college credit upon passing the AP exam.

**American Literature End of Course Test is required at the end of the first semester.**

**Advanced Placement Examination administered spring semester.**

### **Advanced Placement Literature and Composition (2 semesters)**

**Prerequisite: Students should be avid readers, competent writers, curious and capable of working independently.**

The AP Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

**Prerequisite: Students should be avid readers, competent writers, curious and capable of working independently.**

**Advanced Placement Examination administered spring semester.**

### **World Literature and Composition**

**Prerequisite: Ninth Grade Literature and Composition and American Literature**

Juniors or seniors may take this course which focuses on a study of World Literature and informational texts; the students develop an understanding of chronological context and the relevance of period structures in literature within world cultures. A focus is to explore the ways the work's place of origin affects its structure and how the chronology of a literary work affects its meaning. The students develop an understanding of literature as both a culture's product and a culture-bearer. An exploration of commonalities and differences among works of literature from different times and places in the world is a major component. The students will read across the curriculum to develop academic and personal interests in different subjects. Depending on which grade level this course is taught, the teacher will follow strands from the Georgia Standards of Excellence for that grade level for writing, speaking and listening, and language.

### **Honors World Literature and Composition**

**Prerequisite: Ninth Grade Literature and Composition and American Literature**

**Students should be avid readers, competent writers, curious and capable of working independently.**

Juniors or seniors may take this course which focuses on a study of World Literature and informational texts; the students develop an understanding of chronological context and the relevance of period structures in literature within world cultures. A focus is to explore the ways the work's place of origin affects its structure and how the chronology of a literary work affects its meaning. The students develop an understanding of literature as both a culture's product and a culture-bearer. An exploration of commonalities and differences among works of literature from different times and places in the world is a major component. The students will read across the curriculum to develop academic and personal interests in different subjects. Depending on which grade level this course is taught, the teacher will follow strands from the Georgia Standards of Excellence for that grade level for writing, speaking and listening, and language.

## **Multicultural Literature and Composition**

### **Prerequisite: Ninth Grade Literature and Composition and American Literature**

The course for juniors or seniors focuses on world literature and informational texts by and about people of diverse ethnic backgrounds. Students explore themes of linguistic and cultural diversity by comparing, contrasting, analyzing, and critiquing writing styles and universal themes. The students write argumentative, expository, narrative, analytical, and response essays. A research component is critical. The students observe and listen critically and respond appropriately to written and oral communication. Conventions are essential for reading, writing, and speaking. Instruction in language conventions will, therefore, occur within the context of reading, writing, and speaking rather than in isolation. The students understand and acquire new vocabulary and use it correctly in reading, writing, and speaking. This course reflects the Georgia Standards of Excellence.

## **Honors Multicultural Literature and Composition**

### **Prerequisite: Ninth Grade Literature and Composition and American Literature**

**Students should be avid readers, competent writers, curious and capable of working independently.**

The course for juniors or seniors focuses on world literature and informational texts by and about people of diverse ethnic backgrounds. Students explore themes of linguistic and cultural diversity by comparing, contrasting, analyzing, and critiquing writing styles and universal themes. The students write argumentative, expository, narrative, analytical, and response essays. A research component is critical. The students observe and listen critically and respond appropriately to written and oral communication. Conventions are essential for reading, writing, and speaking. Instruction in language conventions will, therefore, occur within the context of reading, writing, and speaking rather than in isolation. The students understand and acquire new vocabulary and use it correctly in reading, writing, and speaking. This course reflects the Georgia Standards of Excellence.

## **British Literature and Composition**

### **Prerequisite: American Literature and Composition**

Seniors study British and Commonwealth Literature, related informational texts, writing modes and genres, and essential conventions for reading, writing, and speaking. The students develop an understanding of chronological context and the relevance of period structures in British literature. Students encounter a variety of informational and literary texts and read texts in all genres and modes of discourse. The students demonstrate competency in a variety of writing genres, as they engage in short writing, extended writing (prewriting, drafting, revising, and editing), timed writings, and research. The course reflects both the Georgia Performance Standards and the Common Core Standards.

## **Honors British Literature and Composition**

### **Prerequisite: Ninth and Tenth Grade Literature and Composition; American Literature and Composition**

**Students should be avid readers, competent writers, curious and capable of working independently.**

Seniors master the content of British Literature and Composition, complemented by extensive student-directed learning activities. Students assume responsibility for careful reading and interpretation of literature and will be expected to produce writing marked by complexity. Curriculum and instructional strategies prepare students for the most challenging courses beyond high school. The course emphasizes higher level critical thinking and development of an individual writing style. Summer reading is required prior to twelfth grade.

## **IB English A1 HL (2 years)**

### **Prerequisites: Ninth and Tenth Grade Literature and Composition**

**Students should be avid readers, competent writers, curious and capable of working independently.**

The Language A1 program is a university two year course in literature that is broken into four parts. This course will focus on parts two and three. The requirements of the course include reading, analyzing, evaluating, writing, and critically thinking about literature in order to gain a knowledge of a range of texts and an understanding of their cultural perspectives. Students will learn to the techniques of literary criticism in an effort to promote their ability to make independent literary judgements as well as express their ideas fluently in both writing and speaking.

Students are expected to be prepared and self-motivated and required to work to their highest academic and personal potential.

**IB Examinations administered at the end of the second year.**

### **Speech/Forensics I**

**Grades: 9-12**

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

### **Advanced Composition I & II (English 101 & 102)**

**Dual Enrollment—MOWR**

**Prerequisite: COMPASS/ACT/SAT Score**

This course is an introduction to writing and reading expository prose. It focuses on unity, coherence, emphasis, organization, correctness of grammar and punctuation, editing, and proofreading. English 102 is a continuation of English 101, as well as an introduction to literature and the research paper.

## **Mathematics**

### **GSE Algebra I**

**Grade Level: 9**

**Prerequisite: Successful completion of 8th grade mathematics**

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

**End of Course Test is required.**

### **Accelerated GSE Algebra I/Geometry A**

**Grade Level: 9**

**Prerequisite: Successful completion of 8th grade mathematics**

**Students should be avid readers, competent writers, curious and capable of working independently.**

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

**End of Course Test is required.**

## **GSE Geometry**

**Grade Level: 10**

**Prerequisite: GSE Algebra I**

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

**End of Course Test is required.**

## **Accelerated GSE Geometry B/Algebra II**

**Grade Level: 10**

**Prerequisite: Accelerated GSE Algebra/GSE Geometry A with a grade of 80 or above.**

Accelerated Geometry B/Algebra II is the second in a sequence of mathematics courses designed to ensure that students are prepared to take higher-level mathematics courses during their high school career, including Advanced Placement Calculus AB, Advanced Placement Calculus BC, and Advanced Placement Statistics. The standards in the three-course high school sequence specify the mathematics that all students should study in order to be college and career ready.

Additional mathematics content is provided in fourth credit courses and advanced courses including, calculus, advanced statistics, discrete mathematics, and mathematics of finance courses. High school course content standards are listed by conceptual categories including Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability.

Conceptual categories portray a coherent view of high school mathematics content; a student's work with functions, for example, crosses a number of traditional course boundaries, potentially up through and including calculus. Standards for Mathematical Practice provide the foundation for instruction and assessment.

**End of Course Test is required**

## **GSE Algebra II/Advanced Algebra**

**Grade Level: 11**

**Prerequisite: GSE Algebra and GSE Geometry**

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

## **Accelerated GSE Pre-Calculus**

**Grade Level: 11**

**Prerequisite: Accelerated GSE Geometry B/Algebra II**

Accelerated Pre-Calculus is the third in a sequence of mathematics courses designed to ensure that students are prepared to take higher-level mathematics courses during their high school career, including Advanced Placement Calculus AB, Advanced Placement Calculus BC, and Advanced Placement Statistics. The standards in the three-course high school sequence specify the mathematics that all students should study in order to be college and career ready.

Additional mathematics content is provided in fourth credit courses and advanced courses including, calculus, advanced

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

### **Mathematics of Finance**

**Grade Level: 9 or 12**

**Prerequisite: Successful completion of 8th grade mathematics**

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

### **College Readiness Mathematics**

**Grade Level: 12**

**Prerequisite: GSE Algebra and Geometry**

College Readiness Mathematics is a fourth course option for students who have completed Algebra I or Coordinate Algebra, Geometry or Analytic Geometry, and Algebra II or Advanced Algebra, but are still struggling with high school mathematics standards essential for success in first year post-secondary mathematics courses required for non-STEM majors. The course is designed to serve as a bridge for high school students who will enroll in non-STEM post-secondary study and will serve to meet the high school fourth course graduation requirement. The course has been approved by the University System of Georgia as a fourth mathematics course beyond Algebra II or Advanced Algebra for non-STEM majors, so the course will meet the needs of college-bound seniors who will not pursue STEM fields.

### **GSE Pre-Calculus**

**Grade Level: 12**

**Prerequisite: GSE Algebra, Geometry and Algebra II**

Pre-Calculus is a fourth mathematics course designed to prepare students for calculus and other college level mathematics courses. High school course content standards are listed by conceptual categories including Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Conceptual categories portray a coherent view of high school mathematics content; a student's work with functions, for example, crosses a number of traditional course boundaries, potentially up through and including calculus. Standards for Mathematical Practice provide the foundation for instruction and assessment.

### **GSE Calculus**

**Grade Level: 12**

**Prerequisite: GSE Algebra, Geometry, Algebra II and Pre-Calculus**

This is a fourth two-semester mathematics course option for students who have completed Pre-Calculus or its equivalent. It includes problem solving, reasoning and estimation, functions, derivatives, applications of the derivative, integrals, and application of the integral. Instruction and assessment should include the appropriate use of technology. Topics should be presented in multiple ways, such as verbal/written, numeric/data-based, algebraic, and graphical. Concepts should be introduced and used, where appropriate, in the context of realistic phenomena.

### **IB Math SL (2 yr Math course will continue to AP calculus after year 1)**

**Grade Level: 11**

**Prerequisite courses: Accelerated GSE Algebra and Geometry**

Mathematics can be perceived as a well-defined body of knowledge, as an abstract system of ideas, or as a useful tool. It provides an important means of understanding the world in which we live. Mathematics tends to traverse subject

boundaries and extend into most other professions: artists need to learn about perspective, musicians need to appreciate the mathematical relationships within and between different rhythms, economists need to recognize trends in financial dealings, and engineers need to take account of stress patterns in physical materials. Others appreciate mathematics as an aesthetic experience or even as a cornerstone of philosophy.

This prevalence of mathematics in our lives provides a clear and sufficient rationale for making the study of this subject compulsory within the IB program.

### **IB Math Studies (1 yr math course)**

**Grade Level: 11**

**Prerequisite courses: GSE Algebra, Geometry, Algebra II**

Mathematics Studies is a one year course designed to build confidence and encourage an appreciation of mathematics in students with varied backgrounds and abilities who do not anticipate a need for mathematics in their future studies.

Students taking this course need to be equipped with fundamental skill and a rudimentary knowledge of basic processes.

Students will experience internationalism through mathematics by having teacher directed discussions of a) the differences in notation, b) the lives of mathematicians set in a historical and/or social context, c) the cultural context of mathematical discoveries, d) the ways in which specific mathematical discoveries were made and the techniques used to make them, e) how the attitudes of different societies towards specific areas of mathematics are demonstrated, f) the universality of mathematics as a means of communication. Students will experience fully integrated mathematics; when they learn trig functions and then statistics they will see statistical problems using trig functions. Everything they learn can be crossed with anything else they have learned in the past. This will result in continual review of past material and an attitude of learning full mastery not just passing this week's test. Each type of problem will be analyzed from an algebraic approach, from a numerical approach and from a graphical approach to enhance full mastery.

### **Advanced Placement Calculus AB**

**Grade Level: 12**

**Prerequisite: IB Math SL**

This course follows the College Board syllabus for the Advanced Placement Calculus AB Examination and includes properties of functions and graphs, limits and continuity, differential and integral calculus. This mathematics consists of a full academic year of work in calculus and related topics comparable to courses in colleges and universities. This course is intended for students who have a thorough knowledge of college preparatory mathematics, including algebra, geometry, trigonometry, and analytic geometry (rectangular and polar coordinates, equations, and graphs, lines and conics). This means that a student has been through the equivalent of Algebra I and II, Geometry, and Advanced Algebra and Trigonometry.

**Advanced Placement Examination administered spring semester.**

### **AP Statistics**

**Grade Level: 12**

**Prerequisite: Accelerated Algebra II or IB Math SL**

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: Exploring Data, Sampling and Experimentation, Anticipating Patterns, Statistical Inference. Students who successfully complete the course and examination may receive credit and/or advanced placement for a one-semester introductory college statistics course.

**Advanced Placement Examination administered spring semester.**

## **Science**

### **Biology**

**Grade Level: 9**

**Prerequisite: None**

This course is intended to give an in-depth study of biochemistry, cell biology, and continuity of life, organic variations,

genetics, reproduction, classification, diversity of life forms, ecological relationships, and organization of living systems. It will also emphasize science process skills, reference skills, and research skills.

**End-of-Course Test is required.**

### **Honors Biology**

**Grade Level: 9**

**Prerequisite: Students should be avid readers, competent writers, curious and capable of working independently.**

This course covers the same content as Biology. However, it will be enriched and diversified with unit projects and activities that meet the expectations and ability levels of the advanced student.

**End-of-Course Test is required.**

### **Physical Science**

**Grade Level: 10**

**Prerequisite: None**

This course promotes science process skills through the study of properties of matter, atomic theory, chemical symbols, stoichiometry, periodic table use, organic chemistry, forces, motion, energy, mechanics, waves and energy transfer, electricity and magnetism. In addition to science process skills, it also emphasizes reference skills, research skills and laboratory safety.

**End-of-Course Test is required.**

### **Honors Physical Science**

**Grade Level: 10**

**Prerequisite: Students should be avid readers, competent writers, curious and capable of working independently.**

The course curriculum will be in line with Physical Science. However, it will be enriched and diversified with unit projects and activities that meet the expectations and ability levels of the advanced student.

**End-of-Course Test is required.**

### **Zoology**

**Grade Level: 12**

**Prerequisite: Biology**

Zoology is the study of all things dealing with animals. Zoology includes the study of classification, animal anatomy, physiology, development, histology, ecology, behavior and evolution, as well as the development of an understanding that all living things are interconnected. In addition, the study of Zoology promotes science process skills through the study of living animals' activities, growth, reproduction, embryological development and their relationships within the biosphere. There will be an analysis of organisms from the simple sponges through the complex mammals. In addition to science process skills zoology will emphasize reference skills, research skills and laboratory safety.

### **Environmental Science**

**Grade Level: 11**

**Prerequisite: Biology**

This course is a multidisciplinary course that combines geography, geology, ecology, chemistry, biology, and many other fields to help us understand the impact of humans on the environment. Topics will include ecology (ecosystems and biomes), populations (human populations and biodiversity), water, air and land (atmospheric change, climate, food and agriculture), mineral and energy resources (mining, waste, renewable and non-renewable energy) and health issues (economics, policy, and human health). The study of environmental science is made relevant to our own lives by focusing on environmental research, environmental education and conservation, and protection of natural resources. Laboratory work will be conducted in both a regular lab setting (classroom) as well as through field work.

### **Chemistry**

**Grade Level: 11**

**Prerequisites: Physical Science and Algebra 1**

This course is designed to introduce the student to general chemical principles and to provide appropriate laboratory



experiences to supplement these principles. Subjects covered in this class include the history of chemistry, scientific methods, measurement techniques, chemical nomenclature, atomic structure, chemical bonding, chemical reactions, stoichiometry, phases of matter, acids and bases, and organic chemistry. This is a rigorous course intended for those who plan on a career in science-related fields. Skills gained in this course will help prepare students to enter college science and engineering programs.

### **Honors Chemistry**

**Grade Level: 11**

**Prerequisite: Physical Science and Algebra 1**

**Students should be avid readers, competent writers, curious and capable of working independently.**

This course covers the same content as Chemistry. However, it will be enriched and diversified with unit projects and activities that meet the expectations and ability levels of the advanced student.

### **AP Chemistry**

**Grade Level: 11/12**

**Prerequisite: Chemistry (preferably Honors)**

**Students should be avid readers, competent writers, curious and capable of working independently.**

This course is a yearlong course with Advanced Placement Examination administered in May. The course conforms to College Board topics for the Advanced Placement Chemistry Examination. Topics of study will include atomic theory and structure, chemical bonding, nuclear chemistry, gases, liquids, solids, solutions types of reactions, stoichiometry, equilibrium, kinetics and thermodynamics.

**Advanced Placement Examination administered spring semester.**

### **Physics**

**Grade Level: 11 / 12**

**Prerequisites: Algebra 1**

**Students should be avid readers, competent writers, curious and capable of working independently.**

This course is designed to reintroduce the student to general principles of physics, or how matter and energy interact, and to provide appropriate laboratory experiences to supplement these principles. This course covers such topics as vectors, Newton's Laws of Motion, kinematics, work and energy, temperature and heat, wave phenomenon, sound, light and its properties. This is a rigorous course intended for students planning on science related careers or for students who wish to round off their science background before they graduate high school. Students considering scientific, engineering, or technical careers should consider this course to be essential.

### **AP Biology**

**Grade Level 11 / 12**

**Prerequisites: Biology (preferably Honors Biology)**

**Students should be avid readers, competent writers, curious and capable of working independently.**

The course conforms to College Board topics for the Advanced Placement Biology Examination. Topics of study will include chemistry of life, cells, cellular energetics, heredity, molecular genetics, evolutionary biology, diversity of organisms, structure and function of plants and animals – including reproduction, growth, development, etc. and ecology.

**Advanced Placement Examination administered spring semester.**

### **IB Biology - HL**

**Grade Level 11 & 12**

**Prerequisites: Honors Biology and Honors Physical Science**

The course is a 2 year program consisting of 240 hours (180 hours Theory, 60 hours Lab). This course is an intensive study of IB Biology geared toward helping students understand how Biology is connected to their other courses, impacts individual lives, and impacts on society. First year content will cover Biochemistry, Cells, Plants, DNA and Processes, Chromosomes and Genetics, and Ecology. Second year of study will include Ecology, Evolution, Human Anatomy & Physiology, and Statistical Analysis. Students will be assessed by Valdosta High School for a science credit toward

graduation and during the second year the students will be assessed by IB standards for credits towards IB diploma.  
**IB Biology (HL) Exam is administered spring semester.**

### **IB Chemistry – SL**

**Grade Level 11&12**

**Prerequisites: Honors Biology, Honors Physical Science, Honors Chemistry (strongly recommended)**

**Students should be avid readers, competent writers, curious and capable of working independently.**

IB SL/HL Chemistry is a course for 11th grade students who have completed Honors Chemistry. This course is the first year of a two-year course designed to teach college level chemistry concepts. Students will learn concepts in measurement, data processing, stoichiometry, atomic theory, chemical bonding, molecular structure, energetics/thermochemistry, oxidation-reduction, acids, bases, kinetics, equilibrium and organic chemistry. Two optional topics will also be included in the course of study (biochemistry, material chemistry, medicinal chemistry, and energy). Students will be examined on a cumulative basis throughout the course.

**IB Chemistry (SL) Exam is administered spring semester.**

### **Honors Human Anatomy & Physiology**

**Grade Level: 11 / 12**

**Prerequisites: Biology and Physical Science (preferably Honors)**

**Students should be avid readers, competent writers, curious and capable of working independently.**

This course is designed to prepare students for various fields in science such as medicine, nursing, and allied healthcare. The semester will be spent reviewing topics in human anatomy and physiology including (but not limited to) the chemical basis of life, anatomy and physiology of cells and tissues, integumentary system, skeletal system, muscular system, nervous system, sense organs, blood and the circulatory system, lymphatic's and the immune system, endocrine system, respiratory system, digestive system, urinary system, reproductive system, genetics, nutrition, metabolism, and growth and development. This is an honor's level course that will also include microscopy and dissection labs.

## **Social Studies**

### **American Government**

**Grade Level: 9**

**Prerequisite: None**

The government course provides students with a background in the philosophy, functions and structure of the United States government. Students examine the philosophical foundations of the United States government and how that philosophy developed. Students also examine the structure and function of the United States government and its relationship to states and citizens. While focusing on basic concepts and principles of the American political system, it also encourages participation in the democratic process. The class integrates and reinforces social student skills.

### **Honors Government/Economics – End of Course Test required**

**Grade Level: 9 (for IB students only)**

**Prerequisite: Students should be avid readers, competent writers, curious and capable of working independently.**

This course covers the same content as American Government. However, it will be enriched and diversified with unit projects and activities that meet the expectations and ability levels of the advanced student. In addition, the second 9 weeks will be spent covering the content standards of Economics. The economics course provides students with a basic foundation in the field of economics. The course covers five areas: fundamental concepts, microeconomics, macroeconomics, international economics and personal finance. In each area, students are introduced to major concepts and themes concerning that aspect of economics. The course stresses the ability to analyze critically and to make

decisions concerning public issues.

**End-of-course test required.**

**\*To meet graduation requirements, AP/IB students will need to take Economics before or during their 12<sup>th</sup> grade year.**

### **AP U.S. Government and Politics**

**Grade Level: 9**

**Prerequisite: Students should be avid readers, competent writers, curious and capable of working independently.**

A well-designed AP course in United States Government and Politics will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. While there is no single approach that an AP United States Government and Politics course must follow, students should become acquainted with the variety of theoretical perspective and explanations for various behaviors and outcomes.

**Advanced Placement Examination administered spring semester.**

### **World History**

**Grade Level: 10**

**Prerequisite: None**

The world history course provides students with a comprehensive, intensive study of major events and themes in world history. Students begin with a study of the earliest civilizations worldwide and continue to examine major developments and themes in all regions of the world. The course culminates in a study of change and continuity and globalization at the beginning of the 21st century. Many geographical skills and materials will be reviewed and reinforced. The student will analyze and evaluate information and improve thinking and writing skills. It is anticipated that students will learn through the study of other cultures to consider other viewpoints and see themselves in a perspective of world history.

### **Honors World History**

**Grade Level: 10**

**Prerequisite: Students should be avid readers, competent writers, curious and capable of working independently.**

This course covers the same content as World History. However, it will be enriched and diversified with advanced writing, unit projects and activities that meet the expectations and ability levels of the advanced student.

### **Advanced Placement World History**

**Grade Level: 10**

**Prerequisite: CP or Honors Government**

**Students should be avid readers, competent writers, curious and capable of working independently.**

This course is a survey course based on a global perspective of the world and human interactions from 8000 BCE to present day using the curriculum mandated by the College Board. Students will develop a greater understanding of the evolution of global processes and contacts including interactions over time, historical and geographical context, and comparisons across cultures while refining their analytical abilities and critical thinking skills. AP World History is the equivalent of a college-level survey course in world history and is designed to create self-motivated and self-guided learners. Group work, debates, large map work, small map work, general discussions, and Socratic seminars will all be used to facilitate obtaining the knowledge necessary to pass the AP exam and will help students gain the higher-order thinking skills they will need to be successful in college.

**Advanced Placement Examination administered spring semester.**

### **U.S. History**

**Grade Level: 11**

**Prerequisite: None**

The United States history course provides students with a comprehensive, intensive study of major events and themes in United States history. Beginning with English colonization in North America and extends to the significant developments in the early 21<sup>st</sup> century. The class looks at the history of the United States, its people, institution and heritage.

**End-of-course test is required.**

### **Honors US History**

**Grade Level: 10**

**Prerequisite: Students should be avid readers, competent writers, curious and capable of working independently.**

This course covers the same content as US History. However, it will be enriched and diversified with advanced writing, unit projects and activities that meet the expectations and ability levels of the advanced student.

**End-of-course test is required.**

### **IB History HL (2yr Course)**

**Grade Level: 11 & 12**

**Prerequisite: Students should be avid readers, competent writers, curious and capable of working independently.**

History of the Americas HL is a two-year sequence that focuses on the histories of Canada, Latin America, and the United States. By studying the human conditions within the context of the Americas, students will gain an understanding of their own country's history, environment and institutions, and also of the forces that have shaped world culture, economy, government and society. The course has, by design, an international focus and will provide a balance to view of the world. There is a strong writing component in the course. Some assignments are prepared for both internal and external assessment and are completed for a portion of the IB score. IB Twentieth Century Topics is a year two of the two year course that focuses on two or three topics from a prescribed list of six: Causes, practices, and effects of war; Nationalist and independence movements; rise and rule of single party states; establishment and work of international organizations; the Cold War; and the state and its relationship with religion and minorities. Students will be expected to work at a college level to develop a detailed understanding of each topic through the study of specific cultural, governmental, and social and gender issues that have developed in the twentieth century. The course has, by design, an international focus and will strike a balance to educate students for democratic citizenship, historical understanding and geographical knowledge. There is a strong writing component in the course. Some assignments are prepared for both internal and external assessment and are completed for a portion of the IB score.

**End-of-course test is required.**

### **Advanced Placement U.S. History**

**Grade Level: 11**

**Prerequisite: AP World History**

The AP program in United States History is designed to provide students with the analytical skills and enduring understandings necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, their reliability, and their importance—and to weigh the evidence and interpretations presented in historical scholarship. An AP United States History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format.

**End of Course test is required.**

**Advanced Placement Examination administered spring semester.**

### **Economics**

**Grade Level: 12**

**Prerequisite: None**

The economics course provides students with a basic foundation in the field of economics. The course covers five areas: fundamental concepts, microeconomics, macroeconomics, international economics and personal finance. In each area, students are introduced to major concepts and themes concerning that aspect of economics. The course stresses the ability to analyze critically and to make decisions concerning public issues.

**End-of-course test is required.**

### **Honors Economics**

**Grade Level: 12**

**Prerequisite: None**

This course covers the same content as Economics. However, it will be enriched and diversified with advanced writing, unit projects and activities that meet the expectations and ability levels of the advanced student.

**End-of-course test required.**

### **Advanced Placement Economics (Macroeconomics) Grade Level: 12**

**Prerequisite: AP United States History**

**Students should be avid readers, competent writers, curious and capable of working independently.**

This course follows the College Board curriculum. The purpose of this course is to give the students a thorough understanding of the principles of economics that apply to an economic system as a whole. Emphasis is placed on the study of national income and price-level determination, and development of student familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics.

### **Honors Psychology**

**Grade Level: 10/11/12**

**Prerequisite: Students should be avid readers, competent writers, curious and capable of working independently.**

The goal of this course is to increase the understanding of psychology, its methods, theory and research. The course will explore the psychological facts, principles, and phenomena associated with each of the major subfields of psychology. It is hoped that knowledge of psychological inquiry will provide the students with perceptions of the world, insights into their own and others' behavior, and an appreciation of the complexity of human behavior.

### **AP Psychology**

**Grade Level: 11/12**

**Prerequisite: None**

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

**Advanced Placement Examination administered spring semester.**

### **IB Psychology (2 year course)**

**Grade Level: 11/12**

Students will identify, analyze critically, and evaluate theories on how the biological, cognitive, and sociocultural perspectives interact to effect human behavior. Students will examine current and past research, understanding why particular research methods were chosen depending on the perspective utilized, how and why ethical practices were upheld, and how the research was interpreted and applied in discovering explanations for human behavior. By examining the variety of factors that affect human behavior, students develop an understanding of alternative explanations of behavior, develop an awareness that human attitudes and beliefs are widely diverse, and finally develop an appreciation for the student's own culture and the culture of others.

## **Academic and Other Electives**

### **Scholastic Assessment Test (SAT) Preparation**

Focuses on preparing students to take the Critical Reading, Mathematics, and Writing portions of the SAT

### **Ethnic Studies (Academic Elective)**

Examines the diversity of American society; focuses on various ethnic groups that make up the American population.

Covers cultural orientation, contributions of each group and cultural perspectives of each group. Integrates and reinforces social studies skills.

### **Speech/Debate (Academic Elective)**

A study of forensic speaking including extemporaneous speaking, oration, interpretation of literature and debate. Critical thinking is a major component of this course.

### **US History in Film (Academic Elective)**

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

### **Financial Literacy (CTAE Elective)**

Student will learn about career decisions, money management, financial security, credit management, resource management, risk management, and consumer rights and responsibilities. The course will help students build a strong knowledge base and develop life skills as they study income, money management, spending and credit, saving and investing, and consumer protection.

## **Foreign Language**

### **French I**

**Recommendation: Successful completion of 9th English**

#### **French I (Honors)**

**Prerequisite: Students should be avid readers, competent writers, curious and capable of working independently.**

Introduces the French language; emphasizes all skills: listening, speaking, reading, and writing in an integrated way.

Includes how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to develop an understanding of French-speaking cultures.

### **French II**

**Recommendation: Successful completion of French I**

#### **French II (Honors)**

**Prerequisite: Successful completion of French I and Teacher Recommendation**

Enhances Level One skills in French and provides opportunities to develop listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in how to greet and take leave of someone, to ask and respond to basic questions, and to speak and read within a range of carefully selected topics. The course provides opportunities to increase understanding of French-speaking cultures.

### **French III (Honors)**

**Students must meet enrollment criteria for Honors courses**

**Prerequisite: Successful completion of French II and Teacher Recommendation**

Enhances Level two skills in French and provides opportunities to develop listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in how to greet and take leave of someone, to ask and respond to basic questions, and to speak and read within a range of carefully selected topics. The course provides opportunities to increase understanding of French-speaking cultures.

### **IB French B SL**

**Prerequisite: Successful completion of French I, French, II, and French III.**

The main focus of the course is on language acquisition and development in the four primary language skills: listening, speaking, reading and writing. These language skills should be developed through the study and use of a range of written

and spoken material. These situations extend to the domains of work, social relationships and, at higher level, may include the discussion of abstract ideas. The range of texts and material that is used and the specific audiences who are addressed determine the type of language needed for these different situations and purposes. In short, the language B student learns the “rules of the game”—how to communicate effectively in a number of situations and within the culture(s) where the language is spoken.

### **Spanish I**

**Recommendation: Successful completion of CP 9th English**

#### **Spanish I (Honors)**

**Prerequisite: Teacher Recommendation**

Students are introduced to the language and culture of various Hispanic countries. The four skills of speaking, listening, reading and writing will be emphasized. Conversations based on everyday situations and activities will begin to build a working, practical vocabulary. Basic grammar principles will enable students to apply learned vocabulary in both oral and written expression.

### **Spanish II**

**Prerequisite: Successful completion of Spanish I**

#### **Spanish II (Honors)**

**Prerequisite: Successful completion of Spanish I and a Teacher Recommendation**

Continued emphasis will be put on the skills of speaking, listening, reading and writing. Students improve pronunciation and continue to build vocabulary. More extensive grammar is introduced, enabling students to express themselves more adeptly in both oral and written expression. Students will also continue the study of the culture of various Hispanic countries and some Hispanic literature will be introduced.

### **Spanish III (Honors)**

**Prerequisite: Successful completion of Spanish I and II and a Teacher recommendation**

Continued emphasizes will be put on the skills of speaking, listening, reading and writing. Conversations based on everyday situations and activities will build a large, practical vocabulary. More advanced grammar principles will enable students to apply learned vocabulary in both oral and written expression. Students will continue the study of Hispanic arts and literature. Current events in the Hispanic countries will be studied and discussed.

### **AP Spanish Language**

**Prerequisite: Spanish I, II and III and a Teacher recommendation**

Students work on developing a strong command of the Spanish language, with proficiency in integrating language skills and synthesizing written and aural materials. The formal writing process, extensive interpersonal and presentational speaking and writing practice and aural comprehension skills are emphasized through quality, authentic, and level-appropriate audio and video recordings. Students are also further exposed to the world of literature and current events of Spanish-speaking countries through authentic written texts, including newspaper and magazine articles, literary texts, and other nontechnical writings that develop students’ reading and comprehension abilities. Class is conducted completely in Spanish and includes frequent writing and integration of skills with a rigorous review of grammatical structures.

### **IB Spanish B SL**

**Prerequisite: Successful completion of Spanish I, Spanish, II, and Spanish III. Spanish IV (AP Spanish) recommended.**

The main focus of the course is on language acquisition and development in the four primary language skills: listening, speaking, reading and writing. These language skills should be developed through the study and use of a range of written and spoken material. These situations extend to the domains of work, social relationships, and at higher level, may include the discussion of abstract ideas. The range of texts and material that is used and the specific audiences who are addressed determine the type of language needed for these different situations and purposes. In short, the language B student learns the “rules of the game”—how to communicate effectively in a number of situations and within the culture(s) where the language is spoken.

## **Spanish Ab Initio**

**Grade: 11-12**

**Prerequisite: Referral from the IB Teacher or IB Coordinator**

**Credit: 1 per year**

The Spanish AB initio course is a foreign language learning program designed to be studied over two years by students who have had little (less than two years) or no previous experience learning Spanish. The course is communicative in that it focuses principally on the interaction between speakers and writers of Spanish. There are eight main topics covered during the course, which will include but not be limited to The Individual, Education, Transportation and Communication, Shopping, Food and Beverages, Leisure, Environment, and Emergencies. Students will also study an appropriate range of grammatical structures that will be integrated as far as possible with the study of themes and texts and the acquisition of skills. Students will work on a variety of activities in an attempt to hone their language skills as quickly as possible. They will be encouraged to listen, read aloud and speak during the class time for improving pronunciation. Students will work extensively on vocabulary, not only from content areas and class discussions but also idioms, expressions and everyday usage. They will have practice in writing both directed by the teacher, as well as of their own choosing, and will learn eventually how to draft and revise in Spanish on their own.. The classroom situation and activities will be structured so that students will have as much practice as possible to speak and communicate effectively.

# **Career, Technology and Agriculture Education Department**

## **Career Clusters:**

Georgia has transitioned to the nationally recognized Career Clusters model, plus one additional cluster in the Energy field, with approximately 93 career pathways. Career Clusters is an organizational model and a way to prepare for college and careers. Clusters organize the thousands of available jobs into groups that require similar interest and skills.

### **Georgia's 17 Career Clusters**

- |  |  |
|--|--|
| 1. Agriculture, Food & Natural Resources | 10. Hospitality & Tourism                          |
| 2. Architecture & Construction           | 11. Human Services                                 |
| 3. Arts, A/V Technology & Communications | 12. Information Technology                         |
| 4. Business Management & Administration  | 13. Law, Public Safety, Corrections & Security     |
| 5. Education & Training                  | 14. Manufacturing                                  |
| 6. Energy                                | 15. Marketing                                      |
| 7. Finance                               | 16. Science, Technology, Engineering & Mathematics |
| 8. Government & Public Administration    | 17. Transportation, Distribution & Logistics       |
| 9. Health Science                        |  |

### **Career Pathways:**

Valdosta High School's Career, Technical & Agricultural Education (CTAE) Department offers students the opportunity to pursue both educational and career goals by offering Career Pathways. We currently offer 16 pathways in 9 different program areas. A Career Pathway is a sequence of three or more courses that match a student's academic and career interests which provides hands-on training and skill building in a career area.

### **End of Pathway Assessment:**

Students who complete a Career Pathway will take an End of Pathway Assessment, allowing them an opportunity to earn industry recognized credentials. These assessments measure technical skill attainment. Four different types of exams are offered: National, industry-recognized credentialing exams; State licensure exams; National occupational assessments; and State-developed occupational assessments.



CTAE courses described in this guide are listed by the career cluster and pathway.

**All CTAE Programs are open to all students regardless of race, color, national origin, including those with limited English proficiency, sex or disability in grades 9-12.**

## **CTAE Course for Science Credit**

The following course satisfies the fourth science requirement for high school graduation and has been approved by the Board of Regents as a fourth science course. This course is accepted by Georgia colleges and universities as a science credit for admissions purposes.

### **Essentials of Healthcare**

Anatomy and Physiology is a vital part of most healthcare post-secondary education programs. The Essentials of Healthcare is a medical-focused anatomy course addressing the physiology of each body system, along with the investigation of common diseases, disorders and emerging diseases. The prevention of disease and the diagnosis and treatment that might be utilized are addressed, along with medical terminology related to each system. This course provides an opportunity to demonstrate technical skills that enforce the goal of helping students make connections between medical procedures and the pathophysiology of diseases and disorders.

## **Architecture and Construction Career Cluster**

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

### **Carpentry pathway**

#### **Industry Fundamentals and Occupational Safety**

**Prerequisite: None**

**Course Number 46.54500**

This course is designed as the foundational course in the Carpentry, Plumbing, Electrical, Masonry, Machining, Welding, Sheet Metal, Heating, Ventilation, Air Conditioning and Refrigeration, and HVACR Electrical pathways to prepare students for pursuit of any career in construction. The course prepares the trainee for the basic knowledge to function safely on or around a construction site and in the industry in general and will provide the trainee with the option for an Industry Certification in the Construction Core. Pre-requisite for this course is advisor approval.

#### **Introduction to Construction**

**Prerequisite: Successful completion of Industry Fundamentals and Occupational Safety**

**Course Number 46.54600**

This course is preceded by the Occupational Safety and Fundamentals course. This course offers an opportunity for students to build on their knowledge and skills developed in Industry Fundamentals and Occupational Safety. It introduces them to four construction craft areas and is also the second step towards gaining a Level One Industry Certification in one of the craft areas. The goal of this course is to introduce students to the history and traditions of the carpentry, masonry, plumbing, and electrical craft trades. Students will explore how the various crafts have influenced and been influenced by history. The student will also learn and apply knowledge of the care and safe use of hand and power tools as related to each trade. In addition, students will be introduced to and develop skills to differentiate between blueprints related to each individual craft area.

#### **Carpentry I**

**Prerequisite: Successful completion of Introduction to Construction**

**Course Number 46.55000**

This course is preceded by Introduction to Construction and is the third of three courses that provides the student a solid foundation in carpentry skills and knowledge. As the third step in gaining a Level One Industry Certification in Carpentry,

the course provides an overview of the building materials used in the carpentry craft, as well as teaching techniques for reading and using blueprints and specifications related to the carpentry craft. The course provides specific knowledge and skills in site layout and floor and wall framing systems, and includes basic industry terminology for a carpentry craftsman.

**End of Pathway Assessment Required.**

## **Carpentry II**

**Corequisite: Carpentry I**

**Course Number 46.55100**

This course is preceded by Carpentry I and provides the student a solid foundation in carpentry skills and knowledge. It is the final step in gaining a Level One Industry Certification in Carpentry. This course provides the knowledge of various kinds of roof systems. It provides knowledge and skills for layout and cutting of the various types of roof rafters. It provides knowledge and skills for installing exterior doors, windows, and skylights. It also provides the student with knowledge and skills to layout, cut, and install various types of stairs and the code requirements needed to properly do so.

## **Welding pathway**

### **Industry Fundamentals and Occupational Safety**

**Prerequisite: None**

**Course Number 46.54500**

This course is designed as the foundational course in the Carpentry, Plumbing, Electrical, Masonry, Machining, Welding, Sheet Metal, Heating, Ventilation, Air Conditioning and Refrigeration, and HVACR Electrical pathways to prepare students for pursuit of any career in construction. The course prepares the trainee for the basic knowledge to function safely on or around a construction site and in the industry in general and will provide the trainee with the option for an Industry Certification in the Construction Core. Pre-requisite for this course is advisor approval.

### **Introduction to Metals**

**Prerequisite: Successful completion of Industry Fundamentals and Occupational Safety**

**Course Number 48.58100**

The metals technology curriculum, Introduction to Metals, is designed to acquaint students with the three major technical occupations (welding, sheet metal, and machining). The various activities equip high school students with the skills needed to select a metal industry occupation, enter the work force, and continue to advance in one of these specialized metals occupations. Experiences include an introduction to the basic requirements of each of these fields, exposure to the structure and nature of career opportunities, and an introduction to types of training and skills required and the use of specialized tools, equipment, and materials. This course is designed to familiarize students with fundamentals of various metal occupations for the purpose of preparing them to select either welding, sheet metal, or machining for more highly specialized training in subsequent courses. Minimum performance requirements for this course are based on successful student completion according to the National Center for Construction Education and Research Center (NCCER) Occupation Standards and the National Institute for Metal-Forming Skills (NIMS) standards. Students who successfully complete the course in accordance with NCCER standards are eligible for registration with the NCCER National Craft Worker Registry or obtain NIMS credentials.

### **Welding I**

**Prerequisite: Successful completion of Introduction to Metals**

**Course Number 48.55100**

This course is designed to provide students with the basic knowledge and safe operating skills needed to demonstrate proper set of equipment in oxyfuel, shielded metal arc welding (SMAW), and gas metal arc welding (GMAW). The students will perform oxyfuel cuts using acetylene and propane gases. The students will select electrodes and performs welds using SMAW and GMAW to current industry standards. Welding symbols will be used to interpret detailed drawing used for fabrication. American Welding Society codes will be used to determine the soundness of welds. Minimum performance requirements for this course are based on successful student completion according to the American

Welding Society (AWS) and the National Center for Construction Education and Research Center (NCCER) standards. Students who successfully complete the course in accordance with NCCER standards are eligible for registration with the NCCER National Craft Worker Registry.

**End of Pathway Assessment Required.**

## **Welding II**

**Corequisite: Welding I**

**Course Number 48.55200**

This course is designed to provide all students with the basic knowledge and safe operating skills required to perform industry entry-level skills in the use of shielded metal arc welding equipment (SMAW) and an introduction to gas metal arc welding (GMAW) setup and operations. In SMAW welding students will produce welds using 6010 and 7018 electrodes in the flat (1F), horizontal (2F), and vertical (3F) fillet welds using the procedure in the flat, vertical, and horizontal positions using E-6010 and E-7018 electrodes. In GMAW welding students will produce fillet welds in the flat (1F) position. Minimum performance requirements for this course are based on successful student completion according to the American Welding Society (AWS) and the National Center for Construction Education and Research Center (NCCER) Occupation Standards. Students who successfully complete the course in accordance with NCCER standards are eligible for registration with the NCCER National Craft Worker Registry.

## **Arts, A/V Technology, & Communications Career Cluster**

The Arts, A/V Technology, & Communications Career Cluster includes designing, producing, exhibiting, performing, writing, and publishing multimedia content. Technical skill areas include visual and performing arts, graphic design, journalism, and entertainment services.

### **Graphic Communications pathway**

**Introduction to Graphics and Design**

**Prerequisite: None**

**Course Number: 48.56100**

This course is designed as the foundational course for both the Graphics Production and Graphics Design pathways. The Graphics and Design course provides students with the processes involved in the technologies of printing, publishing, packaging, electronic imaging, and their allied industries. In addition, the Graphics and Design course offers a range of cognitive skills, aesthetics, and crafts that includes typography, visual arts, and page layout.

**Graphic Design and Production**

**Prerequisite: Successful completion of Introduction to Graphics and Design**

**Course Number: 48.56200**

As the second course in the Graphics Communication and Graphics Design Pathways, this course builds on knowledge and skills learned in the Introduction to Graphics and Design course and focuses on procedures commonly used in the graphic communication and design industries. Students will gain more experience in creative problem solving and the practical implementation of those solutions across multiple areas of graphic design and graphic communications.

**Advanced Graphic Output Processes**

**Prerequisite: Successful completion of Graphic Design and Production**

**Course Number: 48.57000**

As the third course in the Graphics Communication Pathway, students will gain more advanced levels of experience to complete the output processes of various projects in an increasingly independent manner. Students also learn to manage the output and completion process as a whole including customer relations management, printing, finishing, and binding. Students will continue to accumulate work samples that will constitute their personal portfolio. Upon successful completion of the course, students are prepared to move into employment or a post-secondary educational environment

where self-motivation and a high level of skill are expected. This is the final course in the Graphic Communication Pathway.

**End of Pathway Assessment Required**

## **Business Management & Administration Career Cluster**

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

### **Business and Technology pathway**

#### **Introduction to Business & Technology**

**Prerequisite: None**

**Course Number: 07.44130**

Introduction to Business & Technology is the foundational course for Business and Technology, Entrepreneurship, and Human Resources Management pathways. The course is designed for high school students as a gateway to the career pathways above, and provides an overview of business and technology skills required for today's business environment. Knowledge of business principles, the impact of financial decisions, and technology proficiencies demanded by business combine to establish the elements of this course. Emphasis is placed on developing proficient fundamental computer skills required for all career pathways. Students will learn essentials for working in a business environment, managing a business, and owning a business. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Students will not only understand the concepts, but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the employability skills standards and content standards for this course.

#### **Business and Technology**

**Prerequisite: Successful completion of Introduction to Business and Technology**

**Course Number: 07.44100**

How is technology used to solve business problems and communicate solutions? Business and Technology is designed to prepare students with the knowledge and skills to be an asset to the collaborative, global, and innovative business world of today and tomorrow. Mastery use of spreadsheets and the ability to apply leadership skills to make informed business decisions will be a highlight of this course for students. Publishing industry appropriate documents to model effective communication and leadership will be demonstrated through project based learning. Students will use spreadsheet and database software to manage data while analyzing, organizing and sharing data through visually appealing presentation.

#### **Business Communications**

**Prerequisite: Successful completion of Business and Technology**

**Course Number: 07.45100**

What message are you sending when you speak, write, and listen? As one of the most important skills for employers, students will explore the value of communication in their personal and professional life. The digital presence and impact of written and visual communication in a technological society will be addressed. Students will create, edit, and publish professional-appearing business documents with clear and concise communication. Creative design, persuasive personal and professional communications will be applied through research, evaluation, validation, written, and oral communication. Leadership development and teamwork skills will be stressed as students work independently and collaboratively. Presentation skills will be developed and modeled for students master presentation software in this course.

**End of Pathway Assessment Required.**

## **Entrepreneurship pathway**

### **Introduction to Business & Technology**

**Prerequisite: None**

**Course Number: 07.44130**

Introduction to Business & Technology is the foundational course for Business and Technology, Entrepreneurship, and Human Resources Management pathways. The course is designed for high school students as a gateway to the career pathways above, and provides an overview of business and technology skills required for today's business environment. Knowledge of business principles, the impact of financial decisions, and technology proficiencies demanded by business combine to establish the elements of this course. Emphasis is placed on developing proficient fundamental computer skills required for all career pathways. Students will learn essentials for working in a business environment, managing a business, and owning a business. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Students will not only understand the concepts, but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the employability skills standards and content standards for this course.

### **Legal Environment of Business**

**Prerequisite: Successful completion of Introduction to Business and Technology**

**Course Number 06.41500**

Legal Environment of Business addresses statutes and regulations affecting businesses, families, and individuals. All students will benefit with the knowledge of business law as they will eventually assume roles as citizens, workers, and consumers in their communities and in society at large. Students will get an overview of business law while concentrating on the legal aspects of business ownership and management. Legal issues addressed include court procedures, contracts, torts, consumer law, employment law, environmental law, international law, ethics, and the role of the government in business. Students will not only understand the concepts, but will also apply their knowledge to situations and defend their actions, decisions, and choices.

### **Entrepreneurship**

**Prerequisite: Successful completion of Legal Environment of Business**

**Course Number: 06.41610**

How do you turn an idea into a business? Experience just that in this course! Entrepreneurship focuses on recognizing a business opportunity, starting a business, operating and maintaining a business. Students will be exposed to the development of critical thinking, problem solving, and innovation in this course as they will either be the business owner or individuals working in a competitive job market in the future. Integration of accounting, finance, marketing, business management, legal and economic environments will be developed throughout projects in this course. Working to develop a business plan that includes structuring the organization, financing the organization, and managing information, operations, marketing, and human resources will be a focus in the course. Engaging students in the creation and management of a business and the challenges of being a small business owner will be fulfilled in this course.

**End of Pathway Assessment Required.**

## **Education and Training Career Cluster**

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

### **Teaching as a Profession pathway**

**Examining the Teaching Profession**

**Prerequisite: None**

**Course Number: 13.01100**

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

**Contemporary Issues in Education**

**Prerequisite: Successful completion of Examining the Teaching Profession**

**Course Number: 13.01200**

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.

**Teaching as a Profession Practicum**

**Corequisite: Contemporary Issues in Education**

**Course Number: 13.01300**

The practicum 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 practicum 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 students with special needs, maintain the safety of the students, practice professionalism, and demonstrate ethical behavior.

**End of Pathway Assessment Required.**

## Finance Career Cluster

### Accounting pathway

**Introduction to Business & Technology**

**Prerequisite: None**

**Course Number: 07.44130**

Introduction to Business & Technology is the foundational course for Business and Technology, Entrepreneurship, and Human Resources Management pathways. The course is designed for high school students as a gateway to the career pathways above, and provides an overview of business and technology skills required for today's business environment. Knowledge of business principles, the impact of financial decisions, and technology proficiencies demanded by business combine to establish the elements of this course. Emphasis is placed on developing proficient fundamental computer skills required for all career pathways. Students will learn essentials for working in a business environment, managing a business, and owning a business. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Students will not only understand the concepts, but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the employability skills standards and content standards for this course.

**Principles of Accounting 1**

**Prerequisite: Successful completion of Introduction to Business & Technology**

**Course Number 07.41100**

Where does all the money go? As a person would not go to a foreign country and not learn the language, accounting is the “language of business.” Principles of Accounting 1 is a skill-level course that is of value to all students pursuing a strong background in business, marketing, and management. Using financial information, students will learn how to make decisions about planning, organizing, and allocating resources using accounting procedures. Performing accounting activities for sole proprietorships and corporations following Generally-Accepted Accounting Procedures are included in the course. Students analyze business transactions and financial statements, perform payroll, and evaluate the effects of transactions on the economic health of a business.

**Principles of Accounting II**

**Prerequisite: Successful completion of Accounting I**

**Course Number 07.41200**

Building on the foundation knowledge acquired in Principles of Accounting I, students will extend their skills and knowledge in accounting. By performing accounting activities for various business entities following Generally-Accepted Accounting Procedures, students will apply their skills and knowledge in applicable format. Uncollectible accounts, plant assets, inventory, notes payable and receivable, prepaid and accrued expenses, and unearned and accrued revenues are analyzed and related adjustments are calculated. Students will apply managerial accounting techniques.

**End of Pathway Assessment Required.**

**Financial Services pathway****Introduction to Business & Technology**

**Prerequisite: None**

**Course Number: 07.44130**

Introduction to Business & Technology is the foundational course for Business and Technology, Entrepreneurship, and Human Resources Management pathways. The course is designed for high school students as a gateway to the career pathways above, and provides an overview of business and technology skills required for today's business environment. Knowledge of business principles, the impact of financial decisions, and technology proficiencies demanded by business combine to establish the elements of this course. Emphasis is placed on developing proficient fundamental computer skills required for all career pathways. Students will learn essentials for working in a business environment, managing a business, and owning a business. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Students will not only understand the concepts, but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the employability skills standards and content standards for this course.

**Financial Literacy**

**Prerequisite: Successful completion of Introduction to Business & Technology**

**Course Number 07.42600**

How money smart are you? Step into this course specifically designed for high school students to understand the importance of the financial world, including planning and managing money wisely. Areas of study taught through application in personal finance include sources of income, budgeting, banking, consumer credit, credit laws and rights, personal bankruptcy, insurance, spending, taxes, investment strategies, savings accounts, mutual funds and the stock market, buying a vehicle, and living independently. Based on the hands-on skills and knowledge applied in this course, students will develop financial goals, and create realistic and measurable objectives to be MONEY SMART! Through project-based learning activities and tasks, students will apply mathematical concepts in realistic scenarios and will actively engage by applying the mathematics necessary to make informed decisions related to personal finance. Financial Literacy places great emphasis on problem solving, reasoning, representing, connecting and communicating financial data.

## **Banking, Investing, and Insurance**

**Prerequisite: Successful completion of Financial Literacy**

**Course Number 07.43100**

Explore the financial world as students dive into the main areas of financial services, including banking, investing, and insurance. Basics of banking and credit include a brief history of money and banking, negotiable instruments, creation of credit, and the function of banks. Methods for measuring the financial performance of financial institutions are analyzed. Students will be introduced to a variety of investment options and learn to determine the appropriate options for an investment goal. By analyzing financial reports and employing other tools to predict growth rates and return on investment, students will develop strategies to produce financial growth strategies for a business. Through projects, students will determine the risks faced by individuals and businesses and decide on the proper risk management techniques to mitigate those risks. Investigating both personal and business insurance products and deciding which products are suitable for a specific customer profile will be covered. Ethical issues and case studies involved in the financial services industry will be used to determine how industry regulations are developed. An investigation of careers in the financial services industry will be explored throughout this course. Concepts of this course will be enhanced by business partnerships with community financial institutions, investment firms, insurance companies, stock market simulations, guest speakers, virtual experiences, and technology.

**End of Pathway Assessment Required.**

## **Government & Public Administration Career Cluster**

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

Students who successfully complete three courses of NJROTC will satisfy the requirement for Health and Personal Fitness for graduation.

### **Navy JROTC**

**Naval Science I: Introduction to Navy JROTC**

**Prerequisite: None**

**Course Number 28.02100**

The purpose of this course is to help students understand the mission, goals, and opportunities available as members of the NJROTC program. This course will also introduce students to the basic principles of leadership, which combined with the many opportunities for practical experience in the NJROTC program will prepare them for leadership roles in school and upon graduation. More importantly, this course will assist students in developing an understanding of our nation, our values, traditions, heritage, respect for our laws, and becoming informed responsible citizens. Minimum performance requirements of this course are in accordance with current Chief of Naval Education Training instruction, NAVEDTRA 37128. The performance standards in this course are based on the performance standards identified in the curriculum for the United States Navy Junior Reserve Officer Training Corps. 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.

**Naval Science I: Cadet Field Manual**

**Prerequisite: None**

**Course Number 28.02200**

The purpose of this course is to combine all information on military drill and ceremonies, uniform regulations, physical fitness, orienteering, principles of health, first aid, survival, leadership, and communications. Minimum performance requirements of this course are in accordance with current Chief of Naval Education Training instruction, NAVEDTRA 37128. The performance standards in this course are based on the performance standards identified in the curriculum for the United States Navy Junior Reserve Officer Training Corps. 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.



**Naval Science II: Maritime History****Prerequisite: Successful completion of Naval Science I****Course Number 28.02300**

The purpose of this course is to build on the general introduction provided in Naval Science I, to further develop the traits of citizenship and leadership in students and, introduce cadets to the maritime history of the world and the United States from the American Revolution through the present time. The material includes Bosnia, the demise of the Soviet Union, and the September 11, 2001 terrorists' attacks upon the United States. Minimum performance requirements of this course are in accordance with current Chief of Naval Education Training instruction, NAVEDTRA 37128. The performance standards in this course are based on the performance standards identified in the curriculum for the United States Navy Junior Reserve Officer Training Corps. 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.

**Naval Science II: Nautical Sciences****Prerequisite: Successful completion of Naval Science I****Course Number 28.02400**

The purpose of this course is to introduce the various nautical sciences through classroom work and some laboratory time. The development of core skills that students should master is integrated throughout the course and includes geography, oceanography, astronomy, physical science, meteorology, and weather. Minimum performance requirements of this course are based on successful completion accordance with and based on current Chief of naval Education Training instructions. The cadet will be expected to illustrate an understanding of maritime geography as it relates to our national resources, landforms, climate, soil bodies of water, people governments, military, and geopolitics. Minimum performance requirements of this course are in accordance with current Chief of Naval Education Training instruction, NAVEDTRA 37128. The performance standards in this course are based on the performance standards identified in the curriculum for the United States Navy Junior Reserve Officer Training Corps. 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.

**Naval Science III: Naval Knowledge****Prerequisite: Successful completion of Naval Science I****Course Number 28.02500**

The purpose of this course is to further the foundation in citizenship and leadership established in Naval Science One and Two and to expound 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. Minimum performance requirements of this course are in accordance with current Chief of Naval Education Training instruction, NAVEDTRA 37128. The performance standards in this course are based on the performance standards identified in the curriculum for the United States Navy Junior Reserve Officer Training Corps. 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.

**Naval Science III: Naval Orientation and Skills****Prerequisite: Successful completion of Naval Science I****Course Number 28.02600**

The purpose of this course is to further the foundation in citizenship and leadership established in Naval Science One and to provide classroom and practical application in Naval Organization and ship. Minimum performance requirements of this course are in accordance with current Chief of Naval Education Training instruction, NAVEDTRA 37128. The performance standards in this course are based on the performance standards identified in the curriculum for the United States Navy Junior Reserve Officer Training Corps. 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.

**Naval Science IV: Naval Leadership and Ethics****Prerequisite: Successful completion of Naval Science I****Course Number 28.02700**

The purpose of this course is to take a more in-depth look at what leadership is and to learn how to maximize leadership abilities. More importantly, this course will assist the student in adding the polish necessary to be a truly effective leader in the NJROTC unit, school, community, and, in life. Minimum performance requirements of this course are in accordance with current Chief of Naval Education Training instruction, NAVEDTRA 37128. The performance standards in this course are based on the performance standards identified in the curriculum for the United States Navy Junior Reserve Officer Training Corps. 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.

#### **Naval Science IV: Effective Communications**

**Prerequisite: Successful completion of Naval Science I**

**Course Number 28.02800**

The purpose of this course is to teach the students the techniques of effective communication, which is one of the most important skills that a good leader must develop in order to be successful. Minimum performance requirements of this course are in accordance with current Chief of Naval Education Training instruction, NAVEDTRA 37128. The performance standards in this course are based on the performance standards identified in the curriculum for the United States Navy Junior Reserve Officers Training Corps. Successful completion of at least three courses of credit will qualify the student for advanced placement in a college ROTC program or accelerated promotion in a military service.

## **Health Science Career Cluster**

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

### **Therapeutic Services - Dental Science pathway**

#### **Introduction to Healthcare Science**

**Prerequisite: None**

**Course Number 25.52100**

Introduction to Healthcare Science is the foundational course for all Health Science pathways and is a prerequisite for all other Healthcare Science pathway courses. This course will enable students to receive initial exposure to the many Healthcare Science careers as well as employability, communication, and technology skills necessary in the healthcare industry. The concepts of human growth and development, interaction with patients and family members, health, wellness, and preventative care are evaluated, as well as the legal, ethical responsibilities of today's healthcare provider. Fundamental healthcare skills development is initiated including microbiology, basic life support and first aid. This course will provide students with a competitive edge to be the better candidate for either entry into the healthcare global marketplace and/or the post-secondary institution of their choice to continue their education and training.

#### **Essentials of Dental Science**

**Prerequisite: Successful completion of Introduction to Healthcare Science**

**Course Number 25.48800**

Students will receive initial exposure to dental health science technical skills applicable to all dental health occupations. This course provides an overall framework of basic skills utilized in the dental field. Students are required to meet both national and intrastate professional guidelines as designated by applicable regulatory agencies such as the Occupational Safety and Health Administration (OSHA), Center for Disease Control (CDC) and the Georgia Board of Dentistry. Competencies for the co-curricular student organization HOSA are integral components of both core employability standards and technical skills standards. HOSA activities are incorporated throughout the instructional strategies developed for the course. The prerequisite for this course is Introduction to Healthcare Science Technology.

#### **Dental Science II**

**Prerequisite: Successful completion of Essentials of Dental Science**

**Course Number: 25.48900**

This course is designed to offer students (preferably upper classmen - juniors or seniors) an in-depth study and practical applications of dental charting, office procedures, chair-side assisting, anatomy and physiology, and tooth morphology. Academics and other related science are integrated throughout the course. Competencies for the co-curricular student organization, HOSA, are integral components of both core employability standards and the technical standards. HOSA activities should be incorporated throughout the instructional strategies for the course. The prerequisites for this course include Introduction to Healthcare Science Technology and Essentials of Dental Science.

## **Therapeutic Services – Patient Care pathway**

### **Introduction to Healthcare Science**

**Prerequisite: None**

**Course Number 25.52100**

Introduction to Healthcare Science is the foundational course for all Health Science pathways and is a prerequisite for all other Healthcare Science pathway courses. This course will enable students to receive initial exposure to the many Healthcare Science careers as well as employability, communication, and technology skills necessary in the healthcare industry. The concepts of human growth and development, interaction with patients and family members, health, wellness, and preventative care are evaluated, as well as the legal, ethical responsibilities of today's healthcare provider. Fundamental healthcare skills development is initiated including microbiology, basic life support and first aid. This course will provide students with a competitive edge to be the better candidate for either entry into the healthcare global marketplace and/or the post-secondary institution of their choice to continue their education and training.

### **Essentials of Healthcare**

**Prerequisite: Successful completion of Introduction to Healthcare Science**

**Course Number: 25.44000**

Anatomy and Physiology is a vital part of most healthcare post-secondary education programs. The Essentials of Healthcare is a medical-focused anatomy course addressing the physiology of each body system, along with the investigation of common diseases, disorders and emerging diseases. The prevention of disease and the diagnosis and treatment that might be utilized are addressed, along with medical terminology related to each system. This course provides an opportunity to demonstrate technical skills that enforce the goal of helping students make connections between medical procedures and the pathophysiology of diseases and disorders.

### **Patient Care Fundamentals**

**Prerequisite: Successful completion of Essentials of Healthcare**

**Course Number: 25.43600**

This course is designed to provide students interested in the careers that involve patient care with entry level skills most commonly associated with the career 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 (OSHA), Center for Disease Control (CDC), and the Department of Health and Human Services (HHS) with a specific focus on the Omnibus Budget Reconciliation Act of 1987 (OBRA) and the Health Insurance Portability and Accountability Act of 1996 (HIPAA). Upon completion of this course and its prerequisites, this course meets the Certified Nurse Assistant curriculum content as specified by the Georgia Medical Care Foundation. Students meeting all academic, attendance, and age requirements may 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 Nurse Assistant.

**End of Pathway Assessment Required.**

### **Patient Care Technician**

**Prerequisite: Successful completion of Patient Care Fundamentals**

**Course Number: 25.44900**

This optional fourth course is designed to offer senior students the opportunity to become effective and efficient multi-skilled healthcare providers by practicing skills learned in Patient Care Fundamentals and developing a working knowledge of advanced patient care skills, including basic cardiology, 12-lead EKG's, oxygen therapy, basic phlebotomy,

and specimen collection and processing. When taken as the fourth course in the Therapeutic Services – Patient Care Fundamentals pathway, students successfully completing the requirements may be eligible to sit for Patient Care Technician Certification.

## **Health Informatics – Medical Office pathway**

### **Introduction to Healthcare Science**

**Prerequisite: None**

**Course Number 25.52100**

Introduction to Healthcare Science is the foundational course for all Health Science pathways and is a prerequisite for all other Healthcare Science pathway courses. This course will enable students to receive initial exposure to the many Healthcare Science careers as well as employability, communication, and technology skills necessary in the healthcare industry. The concepts of human growth and development, interaction with patients and family members, health, wellness, and preventative care are evaluated, as well as the legal, ethical responsibilities of today's healthcare provider. Fundamental healthcare skills development is initiated including microbiology, basic life support and first aid. This course will provide students with a competitive edge to be the better candidate for either entry into the healthcare global marketplace and/or the post-secondary institution of their choice to continue their education and training.

### **Essentials of Healthcare**

**Prerequisite: Successful completion of Introduction to Healthcare Science**

**Course Number: 25.44000**

Anatomy and Physiology is a vital part of most healthcare post-secondary education programs. The Essentials of Healthcare is a medical-focused anatomy course addressing the physiology of each body system, along with the investigation of common diseases, disorders and emerging diseases. The prevention of disease and the diagnosis and treatment that might be utilized are addressed, along with medical terminology related to each system. This course provides an opportunity to demonstrate technical skills that enforce the goal of helping students make connections between medical procedures and the pathophysiology of diseases and disorders.

### **Health Information Management / Medical Office**

**Prerequisite: Successful completion of Essentials of Healthcare**

**Course Number: 25.49700**

This course will orient the student to health information management and working in a medical office. Topics include introducing students to skills and knowledge utilized in a medical office, the structure of healthcare in the United States, healthcare providers, and the structure and function of professional organizations. The course provides students with medical office computer and software skills that include hardware and software components of computers for medical record applications; database software and information management; specialized information management systems in healthcare; methods of controlling confidentiality and patient rights; and accuracy and security of health information data in computer systems. After completion of this pathway and any additional requirements, students may be able to take a medical office assistant exam from a certifying body.

**End of Pathway Assessment Required.**

## **Information Technology Career Cluster**

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

### **Web and Digital Design pathway**

#### **Introduction to Digital Technology**

**Prerequisite: None**

**Course Number: 11.41500**

Introduction to Digital Technology is the foundational course for Web & Digital Communications, programming, Advanced Programming, Information Support & Services, and Network Systems pathways. This course is designed for high school students to understand, communicate, and adapt to a digital world as it impacts their personal life, society, and the business world. Exposure to foundational knowledge in hardware, software, programming, web design, IT support, and networks are all taught in a computer lab with hands-on activities and project focused tasks. Students will not only understand the concepts, but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course.

### **Digital Design**

**Prerequisite: Successful completion of Introduction to Digital Technology**

**Course Number: 11.45100**

Using web design as the platform for product design and presentation, students will create and learn digital media applications using elements of text, graphics, animation, sound, video and digital imaging for various format. The digital media and interactive media projects developed and published showcase the student skills and ability. Emphasis will be placed on effective use of tools for interactive multimedia production including storyboarding, visual development, project management, digital citizenship, and web processes. Students will create and design web sites that incorporate digital media elements to enhance content of web site.

### **Web Design**

**Prerequisite: Successful completion of Digital Design**

**Course Number: 11.45200**

Can you think of any company that does not have a web presence? Taking this course will equip students with the ability to plan, design, and create a web site. Students will move past learning how to write code and progress to designing a professional looking web site using graphical authoring tools that contains multimedia elements. Working individually and in teams, students will learn to work with web page layout and graphical elements to create a professional looking web site.

**End of Pathway Assessment Required.**

## **Computer Science pathway**

### **Introduction to Digital Technology**

**Prerequisite: None**

**Course Number: 11.41500**

Introduction to Digital Technology is the foundational course for Web & Digital Communications, programming, Advanced Programming, Information Support & Services, and Network Systems pathways. This course is designed for high school students to understand, communicate, and adapt to a digital world as it impacts their personal life, society, and the business world. Exposure to foundational knowledge in hardware, software, programming, web design, IT support, and networks are all taught in a computer lab with hands-on activities and project focused tasks. Students will not only understand the concepts, but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course.

### **Computer Science Principles /AP Computer Science**

**Prerequisite: Successful completion of Introduction to Digital Technology**

**Course Number: 11.47100**

How can computing change the world? What is computer science? Engage your creativity, demonstrate and build your problem solving ability all while connecting the relevance of computer science to the society! Computer Science (CS) Principles is an intellectually rich and engaging course that is focused on building a solid understanding and foundation in computer science. This course emphasizes the content, practices, thinking and skills central to the discipline of computer science. Through both its content and pedagogy, this course aims to appeal to a broad audience. The focus of this course will fall into these computational thinking practices: connecting computing, developing computational artifacts, abstracting, analyzing problems and artifacts, communicating, and collaborating.

# Law, Public Safety, Corrections, & Security Career Cluster

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

## Law Enforcement Services pathway

### Introduction to Law, Public Safety, Corrections and Security

**Prerequisite: None**

**Course Number 43.45000**

Introduction to Law, Public Safety, Corrections, and Security (LPSCS) is the pre-requisite for all other courses within the Career Cluster. This course provides students with career focused educational opportunities in various LPSCS fields. It examines the basic concepts of law related to citizens' rights and the responsibilities, and students will receive instruction in critical skill areas including: communicating with diverse groups, conflict resolution, ethics, CERT (Citizens Emergency Response Training, or similar program), basic firefighting, report writing, terrorism, civil and criminal law. Career planning and employability skills will be emphasized.

### Criminal Justice Essentials

**Prerequisite: Successful completion of Introduction to Law, Public Safety, Corrections and Security**

**Course Number: 43.45100**

Criminal Justice Essentials provides an overview of the criminal justice system. Starting with historical perspectives of the origin of the system, the course reviews the overall structure. Students will become immersed in criminal and constitutional law and will review basic law enforcement skills. The course ends with a mock trial to provide participants with a first-hand experience of the criminal justice system. The course will also provide in-depth competencies and components for the co-curricular SkillsUSA student organization that should be incorporated throughout instructional strategies of the course. Participation in additional student organizations that align with Law, Public Safety, Corrections and Security pathways (i.e. mock trial) is encouraged to enhance standards addressed in the curriculum. The prerequisite for this course is Introduction to Law, Public Safety, Corrections and Security.

NOTE: Criminal Justice Essentials is designed to provide students with career-focused educational opportunities in various criminal justice fields. The course has elements which cover tactics, methods, and skills utilized by law enforcement that should be taken into consideration when assessing implementation options. Criteria for student enrollment that account for successful completion of future background investigations required for entry into such careers will be evaluated.

### Criminal Investigations

**Prerequisite: Successful completion of Criminal Justice Essentials**

**Course Number: 43.45300**

This course is designed to provide students with an opportunity to explore the basic processes and principles of a criminal investigation. Students will learn the legal responsibilities and challenges of the patrol officer, investigator, and crime scene technician at a crime scene. Students will learn the importance of preserving and documenting the crime scene along with the identification, collection, and processing of evidence and the contribution to the criminal investigation. This course is one of two choices that may be selected for the law enforcement pathway.

**End of Pathway Assessment Required.**

# Transportation, Distribution & Logistics Career Cluster

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

## Automobile Maintenance and Light Repair pathway

### Basic Maintenance and Light Repair

**Prerequisite: None**

**Course Number 47.53110**

This course is designed as the foundational course for the Automobile Maintenance and Light Repair pathway. Students in this course will learn the basic skills needed to gain employment as a maintenance and light repair technician. Students will be exposed to courses in automotive preventative maintenance and servicing and replacing brakes, and steering and suspension components. In addition, student will learn how to do general electrical system diagnosis, learn electrical theory, perform basic tests and determine necessary action. In addition, students will learn how to evacuate and recharge air-conditioning systems using the proper refrigerant. The hours completed in this course are aligned with ASE/NATEF standards and are a base for the entry-level technician. The pre-requisite for this course is advisor approval.

**Maintenance and Light Repair 2**

**Prerequisite: Successful completion of Basic Maintenance and Light Repair 1**

**Course Number 47.53210**

Students will learn the basic skills needed to gain employment as a maintenance and light repair technician and will expose students to automotive preventative maintenance and servicing, as well as replacing brakes, and steering and suspension components. Students will also learn general electrical system diagnosis, electrical theory, basic test requirements, and determining necessary action. In addition, students will learn how to evacuate and recharge air-conditioning systems using the proper refrigerant. Standards for this course are aligned with ASE/NATEF standards and are an excellent foundation for the entry-level technician. The prerequisite for this course is Basic Maintenance and Light Repair.

**Maintenance and Light Repair 3**

**Prerequisite: Successful completion of Basic Maintenance and Light Repair 2**

**Course Number 47.53310**

Students will learn the basic skills needed to gain employment as a maintenance and light repair technician and will expose student to automotive preventative maintenance and servicing, replacing brakes, as well as steering and suspension components. Students will learn about general electrical system diagnosis, electrical theory, basic tests that are required, and determine the necessary action. In addition, students will learn how to evacuate and recharge air-conditioning systems using the proper refrigerant. The standards in this course are aligned with ASE/NATEF standards and are an excellent foundation for the entry-level technician. The prerequisite for this course is Maintenance and Light Repair 2.

**End of Pathway Assessment Required.**

**Automobile Service Technology 4**

**Corequisite: Maintenance and Light Repair 3**

**Course Number 47.43400**

Students in this major will learn the basic skills needed to gain employment as a maintenance and light repair technician. This career major will expose the student to courses in automotive preventative maintenance and servicing and replacing brakes, and steering and suspension components. They will also learn how to do general electrical system diagnosis, learn electrical theory, perform basic tests and then determine necessary action. In addition, they will learn how to evacuate and recharge air-conditioning systems using the proper refrigerant. The hours completed in this major are aligned with ASE/NATEF standards and are an excellent foundation for the entry-level technician. The pre-requisite for this course is Maintenance and Light Repair 3.

## **Work-Based Learning**

Work-Based Learning provides students with opportunities for instruction in both academic and occupational skills; guidance in identifying employment and educational goals; and career exploration. Students have the opportunity to connect what they learn in school with work-site application to enable a smooth transition into the work force and/or education beyond high school.

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 a Work-Based Learning placement. This is especially important for successful completion of a student's pathway in that their job placement is directly related to the curriculum of the pathway classes they have completed or in which they are concurrently enrolled. There are several opportunities for students to participate in work-based learning. These opportunities include Employability Skill Development, Cooperative Education, Internship, Youth Apprenticeship, and Clinical Experiences. Students' worksite and career pathway must relate to their career objective.

## Fine Arts Elective Courses

### Band

#### **PERCUSSION I AND II**

**Grade Levels: 9, 10, 11, 12**

**Prerequisite: Band Director's Approval**

This course offers opportunities to develop performance skills and knowledge in all percussion mediums to include: band, orchestra, marching, and ethnic percussion. Students in this class will develop reading and technique skills on percussion instruments such as: Snare Drum, Timpani, Mallet Percussion, Latin Percussion, African Percussion and Auxiliary Percussion instruments. Membership in this class is only granted to students that have had previous percussion experience at another school or by an audition given by the band director or percussion instructor. Students in this class are required to attend all rehearsals and performances.

#### **CONCERT BAND I AND II**

**Grade Levels: 9,10,11,12**

**Prerequisite: Band Director's Approval and Audition**

This course provides opportunities for intermediate-level performers to increase performance skills and precision on a woodwind or brass instrument. The class includes performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Further, this class stresses individual progress and learning and group experiences; strengthens reading skills. During this course students will continue to read music on their level, develop good technique and continue to enhance all fundamentals of playing their instruments. Good citizenship, musicianship, self-discipline, and respect for others are needed for all students to be successful in the band program. All rehearsals and performances are mandatory. Students will at least perform three concerts a year that will include a Winter Concert, a Spring Concert, and District Performance Evaluation. Membership in this class is granted to students that have been recommended by their previous director or by audition.

#### **WIND SYMPHONY I AND II**

**Grade Levels: 9,10,11,12**

**Prerequisite: Band Director's Approval and Audition**

The Wind Symphony is the premier performing concert band at Valdosta High School. This band will serve as a preparatory class for students that may choose to continue to play their instrument on the collegiate level and for students who may want to pursue a carrier in the music field. During this course students will continue to read music on the Georgia Music Educators 5-6 level, develop good technique and continue to enhance all fundamentals of playing their instruments. Good citizenship, musicianship, self-discipline, and respect for others are needed for all students to be successful in the band program. All rehearsals and performances are mandatory. Students will at least perform three concerts a year that will include a Winter Concert, a Spring Concert, and District Performance Evaluation. Further, students may be asked to audition for local, regional, and state honor bands and events. Membership in



this class is granted to students that have been recommended by their previous director and by audition only.

### **JAZZ BAND**

The jazz band offers opportunities to develop performance skills and knowledge on jazz band instruments. The course also includes studies in analysis, improvisation, history, theory, and cultural influences of jazz and jazz band music. Students in the jazz band are required to attend all rehearsals and performances. Membership in this band is by audition and directors recommendation only. Currently, this class does not meet during the regular school day, but students are required to be in a band class unless this requirement is waived by the band director.

### **MARCHING BAND**

The marching band does not meet during the school day. However, all marching band members are required to be in a band class for the full year to participate. Academic exceptions may be made with the approval from the band director. Auditions and directors recommendations are required to be a member of the marching band. Students must attend all practices for the full time and all performances or they will be dismissed from all marching band activities. Further, students are required to attend a one or two week marching band camp during the summer.

## **Chorus**

### **Beginning Mixed Chorus**

#### **Prerequisite: None**

This organization is the entry-level choir for both male and female students interested in vocal music performance. It is also an outlet for the student who enjoys singing for his/her own pleasure. The following musical skills for ensemble singing will be stressed: proper breathing, pleasant vocal production, blend and balance, expansion of range, good intonation, ear training, and sight-reading. Participation in various performance opportunities is a requirement of the class. Various styles of choral literature will be explored which will prepare for membership in one of the select choirs by audition.

### **Intermediate Mixed Chorus**

#### **Prerequisite: Beginning Mixed Chorus and teacher recommendation**

Membership will be comprised primarily of sophomore and juniors. Other students will be considered according to their music reading skills and vocal maturity. The following vocal/musical skills for ensemble singing will be stressed: proper vocal production, blend and balance, sight-reading proficiency, ear training, expansion of range, technical facility, a cappella singing, dynamic nuances, and 3 & 4 part music. Various languages will be incorporated in the repertoire, designed to challenge and perfect the musicianship of every member. Participation in three formal concerts per year, district and state GMEA contests, and other public performances is a requirement of this class.

### **Advanced Mixed Chorus**

#### **Prerequisite: Audition required**

This is the premier performing organization of the VHS Choral Department with an emphasis on excellent ensemble singing and individual vocal development. A wide variety of the finest and most difficult choral literature from all style periods will be performed. Only the most dedicated and serious vocalists with advanced music skills and vocal maturity will be considered for membership. Attendance at various public performances and GMEA contests will be a requirement. Performance tour opportunities will be available for this choir, as well as performances at selected festivals, conventions, and civic organizations at the state, and national levels. This is a college preparatory course, designed to challenge our most experienced vocalists.

## **Drama**

### **Beginning Dramatic Arts/Musical Theater**

**Prerequisite: None**

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

**Intermediate Dramatic Arts/Musical Theater****Pre-requisite: Beginning Dramatic Arts/Musical Theater I and teacher recommendation**

Enhances level-one skills with a focus on voice production and provides opportunities for performance.

**Advanced Dramatic Arts/Musical Theater A/B****Prerequisite: Intermediate Dramatic Arts/Musical Theater and teacher recommendation**

Enhances level-two skills; focuses on character study with opportunities for performance.

## Dance

**Modern Dance I**

The course is a beginning course in modern dance offering the basic fundamentals techniques and dance composition. The course is designed to provide students with opportunities to acquire basic knowledge, historical content, vocabulary and technical skills in modern dance.

**Modern Dance II**

This intermediate course in dance technique emphasizes techniques, choreography, and improvisation. The course provides instruction in proper body alignment/placement, elements of anatomy, acquisition of technique, extended dance vocabulary, historical content, and introduction to dance performance skills.

**Modern Dance III****Prerequisite: Modern Dance II or Instructor approval.**

In this advanced course, dance technique is enhanced by development of skills in choreography, dance compositions, and performance. The course helps students to develop and refine movement skills for modern dance, vocabulary/terminology and historical content for dance, elements of anatomy related to efficient movement, and critical observation skills. Performance skills will be stressed.

**Modern Dance IV****Prerequisite: Dance III or Instructor approval.**

A dance composition course designed to develop performance skills and technique in all forms of dance and choreography. Students will extend and expand their knowledge of dance history, theories, and dance terminology. The course allows future exploration in the creative phase developing integrity and sincerity to dance as an art form. Modern Dance IV is a thorough preparation, theoretically and technically, to further the student's knowledge of composition and nurture his/her creative potential. School and community performances are given throughout the year. Performances as well as rehearsals outside of the regular school day are required and constitute a portion of the course grade.

**Jazz Dance I**

A beginning level of jazz dance designed to provide students with opportunities to acquire knowledge and technical skills in jazz dance. The content will include, but not be limited to introducing students to the movement styles, history, and theories of well known jazz dance artists and exploring dance compositions used for movie and Broadway musicals and other stage performances. Student in this course will develop dance terminology and movement sequences in jazz dance style.

**Jazz Dance II**

An intermediate level of jazz dance (a continuation of Jazz Dance I), designed to help students refine and expand jazz

dance techniques for more advanced level of performance, acquire an intermediate level of knowledge and movement/dance combinations sequences in jazz dance styles will be explored. Acquisition of jazz dance technique will be stressed.

### **Jazz Dance III**

**Prerequisite: Jazz Dance II or Instructor approval.**

In this advanced level of jazz dance, students advance their skills and technique in jazz dance. Application of intermediate jazz dance techniques, advanced knowledge of jazz dance terminology, and movement/dance combinations sequences will be explored. The course helps students to develop and refine jazz dance techniques, vocabulary for jazz dance, elements of anatomy related to efficient movement, historical content and critical observation skills. Performance skills will be stressed.

### **Jazz Dance IV**

**Prerequisite: Jazz Dance III or Instructor approval.**

A dance composition course designed to develop performance skills and technique in all forms of dance and choreography. Students will extend and expand their knowledge of dance history, theories, and dance terminology. The course allows future exploration in the creative phase developing integrity and sincerity to dance as an art form. School and community performances are given throughout the year. Performances as well as rehearsals outside of the regular school day are required and constitute a portion of the course grade.

## **Visual Arts**

### **Art I**

This course is for any student interested in Visual Art of any ability level. It covers an assortment of media and techniques in both 2 and 3 dimensional design. Focus will be on artists and cultures from various time periods in history. It gives students a basic foundation of the language of art and how the elements of art are organized visually to build a work of art.

### **Art II**

**Prerequisite: Successful completion of Art I**

This is an upper level art course for students who want to hone their skills and interests in the art they discovered in Art I. It is a continued study of using a variety of media and methods, focusing on the basic foundation and fundamentals of composition and design in Visual Art.

### **Art III**

**Prerequisite: Successful completion of Art I and Art II**

This is an advanced level art class designed for the student who is ready to explore his/her own creativity and ideas about design, media, and composition using a very student-centered method of instruction. This class prepares students to be able to use critical thinking and planning skills to design and execute their own artworks, and continue to pursue art beyond the classroom.

### **Art IV**

**Prerequisite: Successful completion of Art I, Art II, and Art III**

This course is a continuation of Art III. This class is for very serious art students.

### **AP® 2-D Studio Art**

**Prerequisite: Approval of AP instructor and AP Coordinator.**

The AP® 2-D Studio Art course is designed for serious art students who are interested in the studio experience of art and wish to develop mastery in the concept, composition, and execution of their ideas. AP Studio Art is not based on a written exam; instead, students submit portfolios for evaluation at the end of the school year. In building the portfolio, students experience a variety of concepts, techniques, and approaches designed to help them demonstrate their abilities

as well as their versatility with techniques. Students develop a body of work for the portfolio that investigates an idea of personal interest to them.

### **AP® Drawing**

**Prerequisite: Approval of AP instructor and AP Coordinator.**

The **AP® Drawing Studio Art** course is designed for serious art students who are interested in drawing and have demonstrated a high level of drawing ability. This class is for those students who wish to develop mastery in the concept, composition, and execution of their ideas through the use of drawing media. AP Drawing is not based on a written exam; instead, students submit portfolios for evaluation at the end of the school year. In building the portfolio, students experience a variety of concepts, techniques, and approaches designed to help them demonstrate their abilities and versatility with techniques. Students develop a body of work for the portfolio that investigates an idea of personal interest to them.

### **IB Visual Arts SL (Option A)**

The aims of the visual arts course at HL and SL are to enable students to:

- investigate past, present and emerging forms of visual arts and engage in producing, appreciating and evaluating these
- develop an understanding of visual arts from a local, national and international perspective
- build confidence in responding visually and creatively to personal and cultural experiences
- develop skills in, and sensitivity to, the creation of works that reflect active and individual involvement
- take responsibility for the direction of their learning through the acquisition of effective working practices.

## **Physical Education Electives**

### **Health**

**Grade Level: 9**

**Prerequisite: None (Required for graduation)**

Explores the mental, physical, and social aspects of life and how each contributes to total health and well-being; emphasizes safety, nutrition, mental health, substance abuse prevention, disease prevention, environmental health, family life education, health careers, consumer health, and community health.

### **Personal Fitness**

**Grade Level: 9**

**Prerequisite: None (Required for graduation)**

The course provides instruction in methods to attain a healthy level of physical fitness. Covers how to develop lifetime fitness program based on a personal fitness assessment and stresses strength, muscular endurance, flexibility, body composition and cardiovascular endurance. Includes fitness principles, nutrition, fad diets, weight control, stress management, adherence strategies and consumer information; promotes self-awareness and responsibility for fitness.

### **Exercise and Weight Control**

**Grade Level: 10-12**

Provides safe, effective and physiologically sound ways to manage weight and alter metabolism and body composition. The course includes consumer information on products, programs and fitness concepts for developing healthy lifetime habits.

### **Team Sports**

**Prerequisite: None**

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

### **Introduction to Tumbling**

**Prerequisite: instructor recommendation**

The curriculum includes introductory instruction in a variety of tumbling and stunting skills. Student will be given opportunities to enhance flexibility, coordination, muscular strength, and endurance. Safety and spotting techniques will be taught and utilized during this course, including the proper setup and care of equipment.

### **Advanced Tumbling**

#### **Prerequisite: instructor recommendation**

Students continue instruction in a variety of tumbling and stunting skills. Student will be given opportunities to enhance flexibility, coordination, muscular strength, and endurance. Safety and spotting techniques will be taught and utilized during this course, including the proper setup and care of equipment.

### **Weight Training**

#### **Grade Level: 10**

#### **Prerequisite: None**

Introduces weight training; emphasizes strength development training and proper lifting techniques and includes fitness concepts for developing healthy lifetime habits.

### **Advanced Weight Training**

#### **Grade Level: 10**

#### **Prerequisite: None**

Advanced weight training emphasizes strength development training and proper lifting techniques, and includes fitness concepts for developing healthy lifetime habits.

### **Body Sculpting**

#### **Grade Level: 11**

The course provides opportunities to participate in a variety of activities to enhance flexibility, muscular strength and endurance, cardiovascular endurance and body composition. The curriculum includes fitness concepts for the development of healthy lifetime habits.

### **Advanced Body Sculpting**

#### **Grade Level: 11**

Provides continued opportunities to participate in a variety of activities to enhance flexibility, muscular strength and endurance, cardiovascular endurance and body composition. The curriculum includes fitness concepts for the development of healthy lifetime habits.

### **Physical Conditioning**

#### **Grade Level: 12**

#### **Prerequisite: None**

Physical Conditioning provides opportunities to participate in a variety of activities to enhance flexibility, muscular strength and endurance, cardiovascular endurance and body composition. The curriculum includes fitness concepts for the development of healthy lifetime habits.

### **Advanced Physical Conditioning**

#### **Grade Level: 12**

#### **Prerequisite: None**

Provides continued opportunities to participate in a variety of activities to enhance flexibility, muscular strength and endurance, cardiovascular endurance and body composition. The curriculum includes fitness concepts for the development of healthy lifetime habits.

# Driver Education

## Driver Education

**Prerequisite: Student must have a valid learner's permit or driver's license before the first day of class.**

This course offers non-drivers and beginning drivers 15 years of age or older a minimum of 30 hours of classroom instruction and six hours behind the wheel. The class stresses defensive driving skills and refining perceptual and critical thinking skills for safe driving.

## Wiregrass Georgia Technical College

Move on When Ready (MOWR) is a program that offers students the opportunity to earn college credit and high school credit at the same time. Qualified students earn post-secondary and Carnegie unit credit while enrolled in a high school class. Dual Enrollment allows students to experience post-secondary courses, facilitating a smooth transition as they graduate from high school and continue their education in college.

MOWR courses are primarily available for any eligible 11th or 12th grade (in some limited cases 9th-10th) high school students. Student must take the ACCUPLACER placement test and meet score requirements to qualify. Transportation is provided for courses designated for VHS students.

### **BIOL 1111 - BIOLOGY I**

Pre-requisite(s): Program Admission

Co-requisite(s): BIOL 1111L

Provides an introduction to basic biological concepts with a focus on living cells. Topics include chemical principles related to cells, cell structure and function, energy and metabolism, cell division, protein synthesis, genetics, and biotechnology.

### **BIOL 1111L - BIOLOGY LAB I**

Pre-requisite(s): Program Admission

Co-requisite(s): BIOL 1111

Selected laboratory exercises paralleling the topics in BIOL 1111. The laboratory exercises for this course include chemical principles related to cells, cell structure and function, energy and metabolism, cell division, protein synthesis, genetics, and biotechnology.

### **BIOL 1112 - BIOLOGY II**

Pre-requisite(s): BIOL 1111, BIOL 1111L w/ a "C" or better

Co-requisite(s): BIOL 1112L

Provides an introduction to basic evolutionary concepts. Also, the course emphasizes animal and plant diversity, structure and function including reproduction and development, and the dynamics of ecology as it pertains to populations, communities, ecosystems, and biosphere. Topics include principles of evolution, classification and characterizations of organisms, plant structure and function, animal structure and function, principles of ecology, and biosphere.

### **BIOL 1112L - BIOLOGY LAB II**

Pre-requisite(s): BIOL 1111, BIOL 1111L w/ a "C" or better

Co-requisite(s): BIOL 1112

Selected laboratory exercises paralleling the topics in BIOL 1112. The laboratory exercises for this course include principles of evolution, classification and characterizations of organisms, plant structure and function, animal structure and function, principles of ecology, and biosphere.

### **ENGL 1101 - COMPOSITION AND RHETORIC**

Pre-requisite(s): Degree Level Reading and Writing Scores

Co-requisite(s): None

Explores the analysis of literature and articles about issues in the humanities and in society. Students practice various modes of writing, ranging from exposition to argumentation and persuasion. The course includes a review of standard grammatical and stylistic usage in proofreading and editing. An introduction to library resources lays the foundation for research. Topics include writing analysis and practice, revision, and research. Students write a research paper using library resources and using a formatting and documentation style appropriate to the purpose and audience.

### **ENGL 1102 - LITERATURE AND COMPOSITION**

Pre-requisite(s): ENGL 1101 w/ a “C” or better

Co-requisite(s): None

Emphasizes the student’s ability to read literature analytically and meaningfully and to communicate clearly. Students analyze the form and content of literature in historical and philosophical contexts. Topics include reading and analysis of fiction, poetry, and drama; research; and writing about literature.

### **HIST 2111 - U.S. HISTORY I**

Pre-requisite(s): Degree Level Reading and Writing Scores

Co-requisite(s): None

Emphasizes the study of U. S. History to 1877 to include the post-Civil War period. The course focuses on the period from the Age of Discovery through the Civil War to include geographical, intellectual, political, economic and cultural development of the American people. It includes the history of Georgia and its constitutional development. Topics include colonization and expansion; the Revolutionary Era; the New Nation; nationalism, sectionalism, and reform; the Era of Expansion; and crisis, Civil War, and reconstruction.

### **HIST 2112 - U.S. HISTORY II**

Pre-requisite(s): Degree Level Reading and Writing Scores

Co-requisite(s): None

Emphasizes the study of the social, cultural, and political history of the United States from 1865 to the beginning of the twenty-first century and will equip the student to better understand the problems and challenges of the contemporary world in relation to events and trends in modern American history. The course also provides an overview of the history of Georgia and the development of its constitution. Topics include the Reconstruction Period; the great West, the new South, and the rise of the debtor; the Gilded Age; the progressive movement; the emergence of the U. S. in world affairs; the Roaring Twenties; the Great Depression; World War II; the Cold War and the 1950s; the 1960s and 1970s; and America since 1980.

### **HIST 1111 - WORLD HISTORY I**

Pre-requisite(s): Degree Level Reading and Writing Scores

Co-requisite(s): None

Emphasizes the study of intellectual, cultural, scientific, political, and social contributions of the civilizations of the world and the evolution of these civilizations during the period from the prehistoric era to early modern times. Topics include the Prehistoric Era the Ancient Near East, Ancient India, Ancient China, Ancient Rome, Ancient Africa, Islam, the Americas, Japan, Ancient Greece, the Middle Ages, and the Renaissance.

### **HIST 1112 - WORLD HISTORY II**

Pre-requisite(s): Degree Level Reading and Writing Scores

Co-requisite(s): None

Emphasizes the study of the intellectual, cultural, scientific, political, and social contributions of the civilizations of the world and the evolution of these civilizations during the period from early modern times to the present. Topics include transitions to the Modern World, scientific revolution and the Enlightenment, political modernization, economic modernization, imperialism, and the Twentieth Century.

### **HUMN 1101 - INTRODUCTION TO HUMANITIES**

Pre-requisite(s): ENGL 1101 w/ a “C” or better

Co-requisite(s): None

Explores the philosophic and artistic heritage of humanity expressed through a historical perspective on visual arts, music, and literature. The humanities provide insight into people and society. Topics include historical and cultural developments, contributions of the humanities, and research.

### **MATH 1127 - INTRODUCTION TO STATISTICS**

Pre-requisite(s): Degree Level Math Scores

Co-requisite(s): None

Emphasizes the concepts and methods fundamental to utilizing and interpreting commonly used statistics. Topics include descriptive statistics, basic probability, discrete and continuous distributions, sampling distributions, hypothesis testing chi square tests, and linear regression.

### **PSYC 1101 - INTRODUCTORY PSYCHOLOGY**

Pre-requisite(s): Degree Level Reading and Writing Scores

Co-requisite(s): None

Introduces the major fields of contemporary psychology. Emphasis is on fundamental principles of psychology as a science. Topics include research design, the organization and operation of the nervous system, sensation and perception, learning and memory, motivation and emotion, thinking and intelligence, lifespan development, personality, psychopathology and interventions, stress and health, and social psychology.

### **SPCH 1101 - PUBLIC SPEAKING**

Pre-requisite(s): Degree Level Reading and Writing Scores

Co-requisite(s): None

Introduces the student to the fundamentals of oral communication. Topics include selection and organization of materials, preparation and delivery of individual and group presentations, analysis of ideas presented by others, and professionalism.

### **SPAN 1101: INTRODUCTION TO SPANISH I**

Prerequisite: Program Admission

Co-requisite: None

A beginner's introduction to the Spanish language and culture. This course stresses the student's ability to acquire a non-native language and to communicate effectively in the target Spanish language. Emphasis is placed on reading, writing, and speaking the language. An overview of Hispanic society is also emphasized, highlighting the differences between American and Hispanic cultures. Not open to native speakers of Spanish.

## **Transition Courses – Replaces High School 101**

### **EMPL 1000: Interpersonal Relations and Professional Development**

**Prerequisite:** Provisional Admission

**Co-requisite:** None

Emphasizes human relations and professional development in today's rapidly changing world that prepares students for living and working in a complex society. Topics include human relations skills, job acquisition skills and communication, job retention skills, job advancement skills, and professional image skills.

### **COLL 1010: College and Career Success Skills**

**Prerequisite:** Provisional Admission

**Co-requisite:** None

This course is designed to assist the learner to acquire skills necessary to achieve academic, personal, and professional success and to improve student retention. Areas of importance include Getting off to a Good Start, Learning and



Personality Styles, Time and Personal Financial Management, Stress Management and Wellness, Studying and Test Taking Skills, Communication Skills, Career Planning and Goal Setting, Computer Applications/Technology Skills and Employability/Professional Skills.

## **Wiregrass Georgia Technical College Technical Certificate of Credit (TCC) Options**

### **Carpentry Fundamentals TCC**

The Carpentry Fundamentals certificate introduces the student to the basic levels of carpentry skills. Topics include introduction to the trade, safety, hand and power tool usage, site layout, structural framing, building envelope systems, and exterior finishes. The program emphasizes a combination of carpentry theory and practical application necessary for successful employment. Program graduates receive a carpentry fundamentals certificate and have the qualifications of an entry-level framing carpenter. Students can complete the Carpentry Fundamentals TCC in two years. **Classes are double periods.**

Courses:

- IDFC 1007 – Industrial Safety Procedures
- BFMT 1030 – Fundamentals of Structured Maintenance
- COFC 1080 – Construction Trades Core
- CARP 1000 – Fundamental Carpentry Skills
- CARP 1015 – Structural Framing
- CARP 1025 – Intermediate Carpentry Techniques

### **Child Development Specialist**

The Early Childhood Care and Education Child Development Specialist TCC is a sequence of five courses designed to prepare students for a variety of careers in the field of early childhood education. The program emphasizes the basics needed for a career in early childhood, but this TCC also includes more content about planning curriculum and working in the field. In addition, the student may complete a practicum and work in a child care program. Graduates have qualifications to be employed in early care and education settings including child care centers and Head Start. The Child Development Specialist TCC can be completed in two years during a single period.

Courses:

- ECCE 1101 - Introduction to Early Childhood Care and Education
- ECCE 1103 - Child Growth and Development
- ECCE 1105 - Health, Safety and Nutrition
- ECCE 1112 - Curriculum and Assessment
- EMPL 1000 - Interpersonal Relations and Professional Development

### **Culinary Arts - Fundamental Skills**

The Fundamental Skills of Culinary Arts technical certificate of credit provides students the basic skills needed to obtain entry level positions in the culinary arts field. Topics included in this programs include introduction to the culinary arts profession, understanding of menus, recipe production, a basic understanding of food nutrition and food science, fundamental knowledge of food and kitchen safety, the tools and ingredients used in the professional kitchen, equipment operation. Meat, poultry, fish, shellfish, fruit, vegetables, dairy, eggs and dry good identification. Production of stocks, sauces, soups. Fabrication of meat, poultry, fish and shellfish. Techniques on grilling, broiling, roasting, sauteing, pan frying, deep frying, steaming, braising and stewing. Various cooking methods for vegetables, potatoes, grains, beans, and pasta. Execution of various breakfast techniques and cooking with the following ingredients: styles of eggs, pancakes, waffles, grits, toast, breakfast meats. Demonstrate knowledge of salads, salad dressings, sandwiches, appetizers and cold foods. Students will learn baking fundamentals including breads, pastries, fillings and dessert sauces. The Fundamental Skills of Culinary Arts TCC can be completed in two years with single period classes.

Courses:

- CUUL 1001 - Fundamental Skills of Culinary Arts
- CUUL 1002 - Fundamental Skills of Culinary Arts I
- CUUL 1003 - Fundamental Skills of Culinary Arts II

### **Shampoo Technician**

The Shampoo Technician Technical Certificate of Credit introduces courses that prepare students for careers in the field of Cosmetology as Shampoo Technicians. Learning opportunities develop academic and professional knowledge required for job acquisition, retention, and advancement. The program emphasizes specialized training for safety, sanitation, state laws, rules and regulations, chemistry, anatomy and physiology, structure of the hair, diseases and disorders of the hair and scalp, hair and scalp analysis, basic hair and scalp treatments, basic shampooing techniques, reception sales, management, employability skills, and work ethics. Graduates receive a Shampoo Technician Technical Certificate of Credit and are employable as a Cosmetology salesperson, salon manager, or salon owner. The Shampoo Technician TCC can be completed in one year with single period classes.

Courses:

- COSM 1000 - Introduction to Cosmetology Theory
- COSM 1020 - Hair Care and Treatment
- COSM 1040 - Styling
- COSM 1120 - Salon Management

### **Barbering**

The Barbering TCC is a sequence of courses that introduces students to careers in the field of barbering. Learning opportunities develop academic and professional knowledge and skills required for job acquisition, retention, and advancement. The program emphasizes training in safety, sanitation, hair treatments and manipulations, and haircutting techniques. The Barbering TCC can be completed in two years with single period classes.

Tentative Courses (Approval Pending):

- BARB 1000 - Introduction to Barber/Styling Implements
- BARB 1010 - Science: Sterilization, Sanitation, and Bacteriology
- BARB 1020 - Introduction to Haircutting and Shampooing
- BARB 1030 - Haircutting/Basic Styling

### **Video Specialist**

The Video Specialist Technical Certificate of Credit program is designed for students to learn the fundamental techniques of video production. Students will be trained in pre-production, production, post-production and script writing to create a complete video from start to finish. Students will obtain the essential knowledge to gain employment in an entry-level video production job. Students can complete the Video Specialist TCC in 2.5 years during a single period.

Courses:

- DIMT 1100 - History of Mass Communication
- DIMT 1120 - Pre-Production
- DIMT 1130 - Introduction to Videography
- DIMT 2100 - Videography
- DIMT 2150 - Lighting

### **Welding TCC**

The Welding pathway offered at Valdosta High School includes three Wiregrass TCCs. The **Basic Shielded Metal Arc Welder** TCC prepares students for careers in the welding and joining industry. This certificate emphasizes arc welding in the flat position and is pre-requisite to the advanced certificate. The **Gas Metal Arc Welder** TCC prepares students for welding careers in the MIG process. Topics include an introduction to welding technology, oxyfuel cutting techniques, and MIG welding techniques and processes. The **Gas Tungsten Arc Welder** TCC provides instruction in TIG welding techniques. Topics include understanding the nature and culture of the welding industry, oxyfuel cutting techniques, and TIG welding processes. Students can complete the Welding TCCs in two years. **Classes are double period.**

Courses:

- WELD 1000 - Introduction to Welding Technology
- WELD 1010 - Oxyfuel Cutting

WELD 1110 - Gas Tungsten Arc Welding  
WELD 1040 - Flat Shielded Metal Arc Welding  
WELD 1090 - Gas Metal Arc Welding  
WELD 1050 – Horizon Shielded Metal Arc Welding  
WELD 1060 – Vertical Shielded Metal Arc Welding  
WELD 1070 – Overhead Shield Metal Arc Welding

### **Robotics/Mechatronics**

The Robotics/Mechatronics program offered includes three TCCs. The **Basic Mechatronics Technician** certificate program is designed to provide students with entry level understanding and skills to perform duties on Mechatronic equipment. The skills include an introduction to DC and AC Circuits, Pneumatic Systems, Industrial Controls and PLCs. Students will receive both lecture/instructor led curriculum along with practical hands-on sessions. Students will obtain knowledge which will provide an understanding of the basic technologies used in industry to achieve automated processes. The **Basic Mechatronics Specialist** certificate program provides students with the necessary skills and understanding to perform installation, diagnostic and repair to mechatronic systems and automated equipment. The program focuses on Motor Controls and Programmable Logic Controllers. The **Mechatronics Specialist** certificate program provides students with the necessary skills and understanding to perform installation, diagnostics and repair to mechatronic systems and automated equipment. The program focuses on Mechanics, Fluid Power, and Robotics. All three TCCs can be completed in three years with single period classes.

Courses:

#### **Basic Mechatronics Technician**

MCTX 1011 - Basic Mechatronics Fundamentals Level I  
MCTX 1012 - Basic Mechatronics Fundamentals Level II  
MCTX 1013 - Basic Mechatronics Fundamentals Level III  
MCTX 1014 - Basic Mechatronics Fundamentals IV

#### **Basic Mechatronics Specialist**

AUMF 1120 - Programmable Controls  
IDSY 1110 - Industrial Motor Controls I

#### **Mechatronics Specialist**

AUMF 1150 - Introduction to Robotics  
ELCR 2140 - Mechanical Devices  
ELCR 2150 - Fluid Power  
IDSY 1160 - Mechanical Laws and Principles

### **Certified Customer Service Specialist**

The Certified Customer Service Specialist (CCSS) Technical Certificate of Credit program provides training in the core interpersonal and technical skills required to deliver exceptional customer service in a broad range of customer contact jobs. Students can complete the CCSS TCC in one year. Classes are single period.

Courses:

MKTG 1161 - Service Industry Business Environment  
MKTG 1162 - Customer Contact Skills  
MKTG 1163 - Computer Skills for Customer Service  
MKTG 1164 - Business Skills for the Customer  
MKTG 1165 - Personal Effectiveness in Customer Service

### **Emergency Medical Responder**

The Emergency Medical Responder certificate program prepares students to initiate immediate lifesaving care to critical patients who access the emergency medical system. This individual possesses the basic knowledge and skills necessary to provide lifesaving interventions while awaiting additional EMS response and to assist higher level personnel at the scene and during transport. Emergency Medical Responders function as part of a comprehensive EMS response, under medical oversight. The Emergency Medical Responder (EMR) technical certificate of credit provides students with the opportunity

to prepare for entry-level into the emergency medical services professions for possible employment in a variety of prehospital, industrial and first responder settings. After successful completion of a SOEMST approved EMR program the graduate may take the National Registry of Emergency Medical Technicians EMR certification examination. The Emergency Medical Responder TCC can be completed in one year with double period classes.

Courses:

- ALHS 1011 - Structure and Function of the Human Body
- ALHS 1090 - Medical Terminology for Allied Health Sciences
- EMSP 1010 - Emergency Medical Responder

### **Nurse Aide (Seniors only)**

The Nurse Aide Technical Certificate of Credit prepares students with classroom training and practice as well as the clinical experiences necessary to care for patients in various settings including general medical and surgical hospitals, nursing care facilities, community care facilities for the elderly, and home health care services. Students who successfully complete the Nurse Aide Technical Certificate of Credit may be eligible to sit for the National Nurse Aide Assessment program (NNAAP) which determines competency to become enrolled in the State nurse aide registry. Students can complete the Nurse Aide TCC in one year with double period classes.

Courses:

- ALHS 1040 - Introduction to Health Care
- ALHS 1060 - Diet and Nutrition for Allied Health Sciences
- ALHS 1090 - Medical Terminology for Allied Health Sciences
- NAST 1100 - Nurse Aide Fundamentals

### **Health Information Technology**

The Health Information Technology TCC prepares students to be medical coders and billers to classify medical records according to accepted standards. The classification of diagnoses and treatments is required for Medicare and insurance reimbursement in hospitals, outpatient clinics and medical offices. The Health Information Technology TCC can be completed in one year with double periods.

Courses:

- HIMT 1100 - Introduction to Health Information Technology
- HIMT 1250 - Health Record Content & Structure
- Plus two additional HIT courses that are currently under development

