



PROGRAMS OF STUDY

GRADE 12

2010-11

The Jackson County School System does not discriminate in admission or access to, or treatment, or employment in its programs and activities, on the basis of sex, race, color, age, disability, religion or national origin.

MESSAGE TO PARENTS

We appreciate your taking the time to be involved in your child's advisement process. Proper planning and careful consideration are critical in assuring that we are providing the most effective path for academic success for each student. The faculty and staff members at both high schools have worked tirelessly in developing this Program of Study so that you can better understand the opportunities available to your child. They are prepared to answer any questions you may have regarding the Program of Study or the advisement process. Our goal is to foster a cooperative relationship between the home and the school because we believe that this enhances the likelihood that students will succeed.

Thank you again for your participation in the advisement process, and please let us know if we can provide additional assistance related to your child's high school experience. Our vision statement says that we are "committed to the relentless pursuit of educational excellence," and we welcome your suggestions and input as we strive to meet that goal.

*Dr. Shannon Adams
Superintendent of Jackson County School System*

ARTICULATED CREDIT

These are career technical secondary courses which have been aligned with comparable college courses. An agreement has been reached between the technical college and the secondary institution with specific guidelines including minimum class grade, passing an exam, and/or completing a performance test. Students must meet the guidelines as set forth by the technical college and the secondary school to receive credit for the course.

DUAL ENROLLMENT/ACCEL

The purpose of the dual enrollment/ACCEL program is to provide Georgia high school students with the opportunity to earn college degree-level credit hours as they pursue high school graduation. If you are interested in this program, contact the counseling department.

JOINT ENROLLMENT

Students are enrolled as college students while concurrently enrolled in high school. They may take any academic core or elective courses. Admission requirements are the same as students involved in the dual enrollment/ACCEL program. If you are interested in this program, contact the counseling department.

HOPE SCHOLARSHIP/GRANT PROGRAM

If you wish to receive either the HOPE Scholarship or HOPE Grant upon graduation from high school, you can visit the Georgia Student Finance Commission website, <http://www.gsfc.org/hope/>, for information about this program.

College Preparatory Requirements

Subject	Units	Required Courses	Notes
English	4	9 th Grade Lit. & Comp., 10 th Grade Lit. & Comp., American Lit. & Comp., English Lit. & Comp.	American & English Lit. & Comp. IV must be advanced. It is strongly recommended that English I & 10 th grade Lit. & Comp. also be advanced.
Math	4	Algebra I, Geometry, Algebra II, and Trigonometry or Algebra III	If Algebra I is taken in 8th grade, but high school credit was not granted, the student must still earn 4 units, as described, in high school.
Science	3	Biology Advanced, Physical Science, and an additional advanced science course	Environmental Science does NOT count as an advanced science.
Social Studies	4	American Government, World History, U. S. History, and Economics	American Government and Economics are taught as whole unit courses. However, if a student transfers with 1/2 unit in those courses, that will satisfy the requirement. It is strongly recommended that the college prep students take the four courses as advanced classes. Advanced, Honors and AP level classes meet the course requirements.
Foreign Language	2	Must have two units in the same foreign language	Native speakers of a language other than English may earn credit through examination for this requirement.
Health & Physical Education	1	Health (1/2 unit) and Fitness for Life (1/2 unit)	Students take the Alcohol and Drug Awareness Program (ADAP) course in Health, which is a requirement for obtaining a Georgia Driver's License.
Technology and/or Fine Arts and/or Foreign Language	1	Any additional course from the technical/career area, fine arts area, or foreign language area	
Total Units for Graduation	28	Courses in addition to the required units listed above are required in order to provide a grand total of 28 units. (See note to right regarding total number of units to graduate.)	Students who transfer to us from a system which does not use the 4 x 4 block-scheduling format may have a different total number of units for graduation. See a counselor to find out the number of units necessary to graduate.

Technical Career Requirements

Subject	Units	Required Courses	Notes
English	4	English I, 10 th Grade Lit. & Comp., American Lit. & Comp., English Lit. & Comp.	Any level is acceptable.
Math	3	Must include Algebra I or its equivalent (Applied Problem Solving and Applied Algebra OR Concepts of Problem Solving and Concepts of Algebra)	Students planning on attending a technical college for applied associate's degree should take Algebra I or Applied Problem Solving AND Applied Algebra
Science	3	Biology, Physical Science, and another science course	Any level is acceptable.
Social Studies	4	American Government, World History, U. S. History, and Economics	American Government and Economics are taught as whole unit courses. However, if a student transfers with 1/2 unit in those courses, or attends summer or evening school and earns 1/2 unit in those courses, that will satisfy the requirement.
Health & Physical Education	1	Health (1/2 unit) and Fitness for Life (1/2 unit)	Students take the ADAP course in Health, a requirement for obtaining a Georgia Driver's License.
Technical/Career Courses	4	At least 3 of the 4 units must be from one Technical/career areas of study	Agricultural Education; Architecture, Construction and Communication Technology; Business and Computer Science; Family and Consumer Science; Government and Public Safety (JROTC); Healthcare Science Education Technology
Technology and/or Fine Arts and/or Foreign Language	1	Any additional course from the technical/career area, fine arts area, or foreign language area	
Total Units for Graduation	28	Courses in addition to the required units listed above are required in order to provide a grand total of 28 units. (See note to right regarding total number of units to graduate.)	Students who transfer to us from a system which does not use the 4 x 4 block-scheduling format may have a different total number of units for graduation. See a counselor to find out the number of units necessary to graduate.

Dual Seal Requirements

Subject	Units	Required Courses	Notes
English	4	9 th Grade Lit. & Comp., 10 th Grade Lit. & Comp., American Lit. & Comp., English Lit. & Comp.	American & English Lit. & Comp. IV must be advanced. It is strongly recommended that English I & 10 th grade Lit. & Comp. also be advanced.
Math	4	Algebra I, Geometry, Algebra II, and Trigonometry or Algebra III	If Algebra I is taken in 8th grade, but high school credit was not granted, the student must still earn 4 units, as described, in high school.
Science	3	Biology Advanced, Physical Science, and advanced science course	Environmental Science does NOT count as an advanced science.
Social Studies	3	American Government, World History, U. S. History, Economics	American Government and Economics are taught as whole unit courses. However, if a student transfers with 1/2 unit in those courses, that will satisfy the requirement. It is strongly recommended that the college prep students take the four courses as advanced classes. Advanced, Honors and AP level classes meet the course requirements.
Foreign Language	2	Must have two units in the same foreign language	Native speakers of a language other than English may earn credit through examination for this requirement.
Health & Physical Education	1	Health (1/2 unit), Fitness for Life (1/2 unit)	Students take the ADAP course in Health, a requirement for obtaining a Georgia Driver's License.
Technical/career Courses	4	At least 3 of the 4 units must be from one Technical/career areas of study	Agricultural Education; Architecture, Construction and Communication Technology; Business and Computer Science; Family and Consumer Science; Government and Public Safety (JROTC); Healthcare Science Education Technology
Total Units for Graduation	28	Courses in addition to the required units listed above are required in order to provide a grand total of 28 units. (See note to right regarding total number of units to graduate.)	Students who transfer to us from a system which does not use the 4 x 4 block-scheduling format may have a different total number of units for graduation. See a counselor to find out the number of units necessary to graduate.

Pursuing a Dual Seal or a Technical/Career Diploma?

Jackson County High Schools offer students the opportunity to choose from six career areas while pursuing a Technical /Career Preparatory diploma or a Dual Seal diploma. Three units in one specific Technical /Career area are needed to fulfill the requirements set by the state for each diploma type. A fourth course in the same or another Technical/Career area is also required.

Technical/Career Areas

- **Agricultural Education**
- **Architecture Construction, and Communication**
- **Business and Computer Science**
- **Family and Consumer Science**
- **Government and Public Safety (JROTC)**
- **Healthcare Science Technology**

Students should choose a Technical/Career program that fits their career goals. Courses of study in each Technical/Career area have been outlined on the following pages to present a planning timeline.

Course Descriptions

FOREIGN LANGUAGE

French

French I

Prerequisites: None

Description: Students learn the most basic language skills needed to function in a French-speaking environment, such as asking questions, following directions, telling time, expressing likes and dislikes, and expressing agreement or disagreement. Vocabulary is based on common experiences, such as food, weather, school, sports, hobbies, etc.

French II

Prerequisites: French I

Description: Students expand the vocabulary and grammar acquired in French Level I to express themselves with greater variety and complexity. The emphasis continues to be on basic language in common settings, such as telephone conversations, restaurants, boutiques and shops, and travel settings. Students will work toward honing writing and reading skills in French.

French III

Prerequisites: French I **and** French II

Description: Students use the skills acquired in French Levels I and II to increase oral proficiency, fluency, pronunciation, and vocabulary. For example, students learn to understand and express more detailed French, to summarize discourse they have heard or read, to seek and give explanations, etc. Increased effort will go into using French for all communications.

French IV

Prerequisites: French I, French II, and French III

Description: Students will become more proficient using speaking, listening, reading and writing skills in the foreign language on topics related to contemporary events and issues through cultural references and authentic materials. This course will broaden connections between the foreign language and language arts, science, history, social studies, math, PE, health, arts and career/technical education. Level IV will strengthen the understanding of similarities and differences between cultures. Attempts will be made to conduct this class exclusively in the foreign language.

SPANISH

Spanish I

Prerequisites: None

Description: Spanish I is a class where students learn the most basic language skills needed to function in a Spanish speaking environment, such as asking simple questions, expressing simple likes and dislikes, and agreement or disagreement. Vocabulary is based on common experiences, such as family, school, after school activities, weather, food, home, etc. Daily study and practice outside of class is required.

Spanish II

Prerequisites: Spanish I

Description: Spanish II is a class where students expand vocabulary and grammar studied in Spanish I to express themselves with greater variety and complexity. The emphasis continues to be on developing language in common settings and personal communication in present and past tense. Greater emphasis is placed on speaking proficiency, and writing and reading comprehension. Students are expected to study and do written assignments outside of class daily.

Spanish III

Prerequisites: Spanish II

Description: Spanish III is a class where students use the skills acquired in Spanish I and II to increase verbal fluency, writing proficiency, and vocabulary. For example, students learn to understand and express more in detailed Spanish, to summarize discourse they have heard or read, to seek explanations, and use a variety of tenses. Increased emphasis is placed on reading comprehension using authentic pieces of literature and current events from Latin American countries. Daily study and work outside of class is required.

Spanish IV

Prerequisites: Spanish I, Spanish II, and Spanish III

Description: Students will become more proficient using speaking, listening, reading and writing skills in the foreign language on topics related to contemporary events and issues through cultural references and authentic materials. This course will broaden connections between the foreign language and language arts, science, history, social studies, math, PE, health, arts and career/technical education. Level IV will strengthen the understanding of similarities and differences between cultures. Attempts will be made to conduct this class exclusively in the foreign language.

ENGLISH

9th Grade Literature and Composition (formerly English I)

Prerequisites: None

Grade: 9

Description: 9th Grade Literature and Composition is a fast-paced course that focuses on the study of composition and literature. Students will enhance their critical thinking skills by reading and analyzing a range of literature and by conducting and evaluating research. Through comprehensive practice with the writing process, students will further develop their written expression. This course requires students to work independently on long-term reading and writing activities. **A state mandated End of Course Test is required and counts 15% of the student's overall course grade.**

10th Grade Literature and Composition (formerly English II)

Prerequisites: 9th Grade Literature and Composition

Grade: 10

Description: 10th Grade Literature and Composition is a fast-paced course that focuses on composition and world literature. Students will gain a global perspective by reading and analyzing various genres of fiction and non-fiction. Through comprehensive practice with the writing process, students will enhance their written expression. Students should expect to devote time outside of class to writing and literary study.

American Literature and Composition (formerly English III)

Prerequisites: 10th Grade Literature and Composition

Grade: 11

Description: American Literature and Composition is a study of American Literature from its foundations as a new nation to very contemporary works of today. Composition is a key component as students work to develop voice and style in written expression. **A state mandated End of Course Test is required and counts 15% of the student's overall course grade.**

American Literature and Composition Advanced (formerly English III)

Prerequisites: 10th Grade Literature and Composition

Grade: 11

Description: American Literature and Composition Advanced is a fast-paced course that focuses on composition and on a chronological study and analysis of American Literature. Through comprehensive practice with the writing process, students will enhance their written expression. Students should expect to devote time outside of class to writing and literary study. **A state mandated End of Course Test is required and counts 15% of the student's overall course grade.**

AP English Language

Prerequisites: 10th Grade Literature and Composition Honors **AND** Teacher Recommendation

Grade: 11

Description: Through a humanities approach to American Literature, students will gain skill as proficient readers of prose in a variety of time periods, disciplines, and rhetorical contexts. By responding to complex texts through writing, including visual media, students will develop their expertise in argumentation, analysis, and synthesis. Students taking this semester course have the option of taking the national AP exam in May and could, depending on their score, earn college credit. **A state mandated End of Course Test is required and counts 15% of the student's overall course grade.**

English Literature and Composition (formerly English IV)

Prerequisites: American Literature and Composition

Grade: 12

Description: English Literature and Composition is a course that focuses on composition and a chronological study of British Literature. Through comprehensive practice with the writing process, students will improve their written expression.

English Literature and Composition Advanced (formerly English IV)

Prerequisites: American Literature and Composition

Grade: 12

Description: This in-depth study of British Literature presents a variety of critical approaches that further develop students' skills in interpretation, analysis, and synthesis of texts with emphasis on written and oral expression.

AP English Literature and Composition

Prerequisites: AP English Language **AND** Teacher Recommendation

Grade: 12

Description: AP English Literature and Composition is a college level course engaging students in close reading and critical analysis of rich texts. In this reading and writing intensive course, students will acquire the necessary skills to interpret complex literary works, to write insightful compositions, to develop their own writing style, and to gain proficiency in AP test-taking skills. Students may take the national AP exam in May, and depending on the score earned, could earn college credit.

Advanced Composition Honors

Prerequisites: AP English Language **AND** Teacher Recommendation

Grade: 12

Description: Advanced Composition Honors engages students in rigorous composition skills to refine their ability to analyze, interpret, synthesize, and develop arguments based upon readings as well as develop their individual style in writing.

English Electives

Creative Writing

Prerequisites: Permission of Instructor

Description: Creative Writing is for serious writers and those who wish to improve their writing skills. It explores multiple genres of writing as well as fine tuning skills such as developing character and plot, creating interesting and intricate plot structures, exploring ideas, observations and language through poetry and playwriting.

Journalism

Prerequisites: Permission of Instructor

Description: Journalism is a course open to all students who have a compelling interest in writing and the field of journalism. Students will study and write editorials, news and feature articles; they will be required to work under the pressure of deadlines. Students will be responsible for publishing the school newspaper.

MATHEMATICS

Concepts of Algebra

Prerequisites: Concepts of Probability and Statistics **AND** Concepts of Problem Solving

Description: Concepts of Algebra incorporates the topics of the Algebra I curriculum from a problem-solving, laboratory approach in which students are involved in hands-on learning experiences. These activities involve the use of calculators, physical and pictorial models, and manipulatives. **A state mandated End of Course Test is required and counts 15% of the student's overall course grade.**

Applied Algebra

Prerequisites: Applied Problem Solving **OR** Algebra I

Description: The second in the applied mathematics series provides an innovative learning environment in which fundamental algebraic and geometric concepts are presented as applied to occupational problems through the use of discovery activities, math labs, cooperative learning, manipulatives, and calculator and computer technology. Equations, inequalities, linear and nonlinear functions, systems, statistics, and polynomials are among the concepts examined. **A state mandated End of Course Test is required and counts 15% of the student's overall course grade.**

Algebra II

Prerequisites: Algebra I **AND** Geometry

Description: Algebra II is the third course in the college preparatory curriculum. This course includes the study of the properties of real numbers, solutions of linear equations and inequalities of one variable, the products and quotients of polynomials, factorization of polynomials and the solutions of equations and inequalities which require factoring, solutions to radical equations, graphic and algebraic solutions of quadratic equations, graphing of conic sections, computation with logarithms, solutions of linear equations, and inequalities in two variables and the properties of their graphs, and a study of functions, relations, and inverse functions.

Algebra III

Prerequisites: Algebra I, Geometry **AND** Algebra II

Description: Algebra III is the fourth course in the college preparatory sequence. This course includes the study of polynomial, exponential, and logarithmic functions, conics, and basic trigonometry and statistics. A real-life application or reference to other branches of mathematics illustrates the relevance of each section. Previous mastery of Algebra I, Geometry, and Algebra II concepts is vital.

Trigonometry/Pre-Calculus

Prerequisites: Algebra I, Geometry, **AND** Algebra II

Description: This course studies trigonometric functions in detail as well as advanced algebra concepts, probability, and statistics. Emphasis is placed on applications of mathematics in solving real-world problems. This course challenges the creativity of the student with unusual problems and allows the student to visualize math using a graphing calculator.

AP Statistics/HONORS STATISTICS

Prerequisites: Algebra I, Geometry **AND** Algebra II

Description: Statistics is for the college bound junior or senior who has taken Algebra I, Geometry, and Algebra II. The purpose of the course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students who complete the course and exam may receive credit, advanced placement, or both for a one-semester college course.

AP Calculus/HONORS CALCULUS

Prerequisites: Algebra I, Algebra II, Geometry, **AND** Trigonometry

Description: Calculus is for the college bound senior who has taken Algebra I, Geometry, Algebra II, and Trigonometry. It includes an extensive use of practical applications from engineering, physical science, business, economics, and the life sciences. There will be strong emphasis on problem solving where there is more than one well-defined procedure for obtaining the answer. Students have the opportunity to earn college credit for Calculus I based on the scores on an Advanced Placement Exam. Students will earn two units of credit for this course in addition to the ten weighted points added to their final grade point average.

SCIENCE

Biology

Prerequisites: None

Grade: 9

Description: The Biology curriculum is designed to continue student investigations of the life sciences that began in grades K-8 and provide students the necessary skills to be proficient in biology. This curriculum includes concepts such as the interdependence of organisms, the relationship of matter, energy, and organization in living systems, the behavior of organisms, and biological evolution. Students investigate biological concepts through experience in laboratories and field work using the processes of inquiry. **A state mandated End of Course Test is required and counts 15% of the student's overall grade.**

Physical Science

Prerequisites: Biology

Grade; 10

Description: This course is designed as a survey course of Chemistry and Physics. This curriculum includes the concepts such as the conceptualization of the structure of atoms, motion and forces, and the conservation of energy and matter, the action/reaction principle, and wave behavior. Students investigate physical science concepts through experience in laboratories and field work using the processes of inquiry. **A state mandated End of Course Test is required and counts 15% of the student's overall course grade.**

Environmental Science

Prerequisites: Biology **AND** Physical Science

Grades: 11, 12

Description: Environmental Science is designed to give students the opportunity to use concepts and skills learned in biology and physical science to investigate the impact our everyday activities have on the environment. Through classroom activities research and field experiences, students will consider how ecology, energy usage, conservation, waste management, and natural resources have an impact on the social, health, economic and political climate of our community. This course meets the requirements for a third lab science.

Human Anatomy and Physiology

Prerequisites: Biology or Biology Honors **AND** Physical Science or Physical Science Honors

Grades: 11, 12

Description: Human Anatomy and Physiology is a lab-oriented college preparatory course designed to familiarize students with the anatomy and function of the body systems. Basic cell biology is integrated throughout the course. Some knowledge of chemistry is required. Lab dissections of the fetal pig and other common mammal organs are performed.

Human Anatomy and Physiology Honors

Prerequisites: Biology or Biology Honors **AND** Physical Science Honors, **OR** Physics

Grades: 11, 12

Description: In addition to the Georgia Performance Standards for Anatomy and Physiology, this honors course will integrate a deeper understanding of chemical concepts as they relate to human physiology as well as requiring students to learn additional information relating to the human body. The class will move at an accelerated pace requiring students to spend additional time at home reviewing and previewing content. Lab dissections of the fetal pig and other common mammal organs are performed. While Chemistry is not required for this course, it is strongly recommended.

Chemistry

Prerequisites: Biology, Physical Science, Physical Science Honors, or Physics **AND** Algebra I or equivalent

Grades: 11, 12

Description: The Chemistry curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to be proficient in chemistry. Students will investigate the basic properties of matter using lab process skills of measurement, scientific inquiry and problem solving. This curriculum includes more abstract concepts such as the structure of atoms, structure and properties of matter, and the conservation and interaction of energy and matter. Students investigate chemistry concepts through experience in laboratories and field work using the processes of inquiry.

Chemistry Honors

Prerequisites: 10th Grade Requirements; Math I Accelerated and Placement Criteria

11th and 12 Grade Requirements: Biology or Biology Honors; Physical Science, Physical Science Honors; or Physics and Algebra I or Equivalent

Grades: 10, 11, 12

Description: This course is an in-depth study of descriptive and theoretical topics correlated with a well-adapted laboratory program. There is an emphasis on the basic concepts of chemistry which include: matter and its changes; atomic structure and periodic law; chemical bonding; formulas and chemical composition; chemical equations; kinetics and equilibrium. This course is comprised of nine units designed to provide mastery of the Georgia Performance Standards for Chemistry. A strong emphasis is placed on mathematical understanding of the concepts. Chemistry Honors also provides a strong foundation for an Advanced Placement Chemistry course.

AP Biology

Prerequisites: Honors Biology and Honors Physical Science, Physics, Chemistry or by permission of Department

Grade: 11, 12

Description: AP Biology is a course designed for students that have a strong interest in, or desire to pursue a career in the sciences. AP Biology is designed to be the equivalent of an introductory year long course at the university level. This course is designed for high school students who have developed analytical skills and already have a knowledge and concept foundation in biology and basic chemistry. The course is built around the unifying themes of modern biology including molecules and cells, heredity and evolution, and organisms and populations. Students will also develop a thorough understanding of biology concepts. After showing themselves to be qualified on the AP Exam, some students are provided college credit for introductory biology.

AP Chemistry

Prerequisites: Chemistry or Chemistry Honors

Grade: 11, 12

Description: This course conforms to the College Board curriculum for Advanced Placement Chemistry. The major themes for this course as indicated by the AP Chemistry course guide include the structure of matter, the states of matter, reactions, descriptive chemistry, and college level chemistry laboratories. Students are expected to take the AP Chemistry Exam in May. Depending on the score earned, the student may be able to transfer the AP class for credit to the college(s) he/she plans to attend following high school graduation. This course requires a rigorous college level lab component and uses a college text. **11th Graders wishing to take AP Chemistry need to also register for Chemistry first semester of their 11th grade year. *It is highly recommended, but not required, for students to enroll in both Chemistry Honors and AP Chemistry the same year.**

Physics Honors

Prerequisites: 10th Grade Requirements: Math I Accelerated and Placement Criteria

11th, 12th Grade Requirements: Physical Science and Have Successfully Taken or Be Enrolled in Algebra II

Grades: 10, 11, 12

Description: This curriculum includes more abstract concepts such as interactions of matter and energy, velocity, acceleration, force, energy, momentum, and charge. Students investigate physics concepts through experience in laboratories and field work using the processes of inquiry.

SOCIAL STUDIES

American Government

Prerequisites: None

Grade: 9

Description: This course focuses on basic concepts and principles of the American political system, the structure and function of the American system of government, the roles and responsibilities of citizens to participate in the political process, and the relationship of the individual to the law and legal system. This course is required for graduation and satisfies the state requirement for American Government.

AP American Government

Prerequisites: Permission of Instructor

Grade: 9

Description: This college level course includes the College Board topics for the Advanced Placement US Government & Civics and Politics examination. The course content is equivalent to that found in college level freshman and sophomore courses. Students have the option of taking the Advanced Placement examination in May. Depending on the score earned, the student may be able to transfer the AP class for credit to the college he/she plans to attend. This course is required for graduation.

World History

Prerequisites: None

Grade: 10

Description: This World History class emphasizes the political, cultural, economic, and social development and growth of civilization from ancient civilization to the present. This course is required for graduation.

AP World History

Prerequisites: Permission of Instructor

Grade: 10

Description: This college level course includes the College Board topics for the AP Exam. The course content is equivalent to that found in college level freshman and sophomore courses. Students have the option of taking the Advanced Placement Exam in May. Depending on the score earned, the student may be able to transfer the AP class for credit to the college he/she plans to attend. This course is required for graduation.

U. S. History

Prerequisites: None

Grade: 11

Description: This course emphasizes political, economic, cultural, and social issues in U. S. history from the discovery of America to the present. This course is required for graduation. **A state mandated End of Course Test is required and counts 15% of the student's overall course grade.**

AP U. S. History/Constitutional Theory

Prerequisites: Permission of Instructor

Grade: 11

Description: This advanced course includes the College Board topics for the Advanced Placement U.S. History Exam. The course content is equivalent to that found in freshman and sophomore level college courses. Students have the option of taking the Advanced Placement Exam in May. Depending on the score earned, the student may be able to transfer the AP class for credit to the college(s) he/she plans to attend following high school graduation. This course is required for graduation. **A state mandated End of Course Test is required and counts 15% of the student's overall course grade.**

Economics

Prerequisites: None

Grade: 12

Description: This course focuses on the American economic system; covers fundamental economic concepts, comparative economic systems, microeconomics, macroeconomics, and international economic interdependence. It stresses the ability to analyze critically and to make decisions concerning public issues. This course is required for graduation and satisfies the state requirement for Economics. **A state mandated End of Course Test is required and counts 15% of the student's overall course grade.**

AP Microeconomics

Prerequisites: Permission of Instructor

Grade: 12

Description: This advanced course includes the College Board topics for the Advanced Placement Economics Exam. The emphasis is on microeconomics, but the course also includes macroeconomics elements. The course is equivalent to that found in freshman and sophomore level college courses. Students have the option of taking the Advanced Placement Exam in May. Depending on the score earned, the student may be able to transfer the AP class for credit to the college(s) he/she plans to attend following high school graduation. This course is required for graduation. **A state mandated End of Course Test is required and counts 15% of the student's overall course grade.**

Social Studies Electives

Psychology

Prerequisites: None

Grade: 12

Description: The philosophy of the Psychology course is to allow the student to gain a better self-understanding and to learn about adjusting to life and gaining more knowledge of how to solve life's problems. This course is taught from a personal-adjustment approach with major emphasis placed upon the areas of personality, motivation, emotions, growth and development, mental health and mental illness, and social behavior.

AP Psychology

Prerequisites: None

Grade: 12

Description: This advanced course includes the College Board topics for Advanced Placement Psychology. The philosophy of the psychology course is to allow the student to gain a better self-understanding and to learn about adjusting to life and gaining more knowledge of how to solve life's problems. This course is taught from a personal-adjustment approach with major emphasis placed upon the areas of personality, motivation, emotions, growth and development, mental health and mental illness, and social behavior. Students have the option of taking the Advanced Placement Exam in May. Depending on the score earned, the student may be able to transfer the AP class for credit to the college(s) he/she plans to attend following high school graduation.

FINE ARTS

Art

Art I

Prerequisite: None

Description: The purpose of this course is to enable students to communicate ideas and concepts through two- and three-dimensional design and composition, and develop appreciation for exemplars in varied cultures and historical periods.

Ceramics/Pottery I

Prerequisite: Art I and Teacher Approval

Description: The purpose of this course is to enable students to recognize the properties, possibilities, and limitations of clay by creating functional and nonfunctional works of ceramics and pottery using basic building techniques.

Ceramics/Pottery II

Prerequisite: Ceramics/Pottery I and Teacher Approval

Description: The purpose of this course is to enable students to recognize the properties, possibilities, and limitations of clay by creating functional and nonfunctional works of ceramics and pottery using basic building techniques.

Drawing and Painting I

Prerequisite: Art I and Teacher Approval

Description: The purpose of this course is to enable students to develop basic perceptual, observation, and compositional skills necessary to communicate a range of subject matter, symbols, ideas, and concepts using knowledge of drawing and painting media, processes, and techniques.

Drawing and Painting II

Prerequisite: Drawing and Painting I and Teacher Approval

Description: The purpose of this course is to enable students to develop intermediate perceptual, observation, and compositional skills necessary to communicate a range of subject matter, symbols, ideas, and concepts using knowledge of drawing and painting media, processes, and techniques.

Band

Concert Band (Available only at JCCHS)

Prerequisite: Participation in a middle school band program or previous instrumental experience

Description: Concert Band is the entry-level high school band. Students in Concert Band will receive concentrated/instruction in music theory and basic instrumental techniques which will prepare them for more advanced literature.

Percussion Ensemble (Available only at EJCHS)

Prerequisite: Students from marching band, wind ensemble and symphonic band

Description: The ensemble is made up of all percussionists and pianists of the EJCHS Band program. The students will perform with the marching and symphonic ensembles; as well as provide "percussion ensemble only" performances. The student enrolled will have the opportunity to explore numerous percussive instruments, as well as various styles and techniques in marching and symphonic performance. Students in this class will also have the option to participate in the indoor drumline. Students are expected to be enrolled all year.

Symphonic Band

Prerequisite: Students will be placed in Symphonic Band through a performance audition.

Description: Symphonic Band is the intermediate level high school band. Students will continue to receive music theory instruction as well as more advanced instrumental techniques.

Wind Ensemble

Prerequisite: Students will be placed in Wind Ensemble through a performance audition.

Description: Wind Ensemble is the most advanced, college preparatory instrumental experience offered in Jackson County Schools. This class will perform the most challenging literature and receive concentrated instruction in music theory, composition, and other performance practices that will allow students to participate successfully in a college band program.

Chorus

Advanced Mixed Choir

Prerequisites: Permission of Instructor

Description: The advanced mixed choir is an audition group with instruction emphasizing vocal production and performance. Students will rehearse, study, and perform music of various styles and periods. Music theory, ear training and sight-singing will be taught in conjunction with choral performance. The choir will present concerts for the school and the community throughout the school year, and will also participate in various district and state events. A choir tour/trip is also planned for this group (with advanced women's choir) every other year. Two semesters of freshman choir (or audition) are required for participation in this group. After school rehearsal and concert performance attendance is expected.

Advanced Women's Choir

Prerequisites: Permission of Instructor

Description: The advanced women's choir is an audition group with instruction emphasizing vocal production and performance. Students will rehearse, study, and perform music of various styles and periods. Music theory, ear training and sight-singing will be taught in conjunction with choral performance. The choir will present concerts for the school and the community throughout the school year, and will also participate in various district and state events. A choir tour/trip is also planned for this group (with advanced mixed choir) every other year. Two semesters of freshman choir (or audition) are required for participation in this group. After school rehearsal and performance attendance is expected.

Freshman Choir

Prerequisites: None

Description: The Freshman Choir is a non-audition group with instruction emphasizing vocal production and performance. No prior singing experience is required for participation in this group. Students will rehearse, study and perform music of various styles and periods. Music theory, ear training, and sight-singing will be taught in conjunction with choral performance. The choir will present concerts for the school year, and will also participate in various district and state events. After school rehearsal and concert performance attendance is expected.

Musical Theatre (Available Only at EJCHS)

Prerequisites: At least one year of Chorus and one semester of Drama and/or Permission of Instructor

Description: Musical Theatre combines the arts of choral and drama work into theatrical productions on the stage. Students will learn the fundamentals of singing, basic acting technique, and functional choreography that lead to artistic and meaningful student performances. Students will perform in individual scenes, group musical numbers, and in one musical production per year as part of the musical theatre class. Students will also gain experience in the various technical aspects of theatre-lighting, sound, set construction, properties management and stagehand work. This class is team taught by both the chorus and drama teachers. Pre-requisites for the musical theatre class are a basic understanding of acting and vocal techniques, and students may sign up for the class based on arranged audition or teacher recommendation. After school rehearsal and performance attendance are expected.

DRAMA

Dance I

Prerequisites: None

Description: This class is open to all students and no previous dance training is required. Students will learn basic ballet terminology, positions (both arm and feet), barre and floor work (GPS 1, 2, 5, and 6) and will eventually learn to create and defend their own choreographic work (GPS 13). Students will observe and critique dance performances applying principles of dance criticism, terminology, and historical cultural perspectives (GPS 18). The Dance I class will also be featured in the Fall Cabaret, the Talent Show, and the spring musical. Students will be required to dress appropriately for dance class. This includes PE type clothing and jazz shoes.

Drama I

Prerequisites: None

Description: Any student (9-12) can take Drama I. This is an introduction to theatre class and is a prerequisite to all other theatre courses. Drama standards, such as, theatre history and costume/set design will be studied. Afterschool rehearsals will be rare but are a requirement.

Drama II

Prerequisites: Drama I

Description: This is the next course offered after Drama I. Students learn how to improve their acting talent through scene study techniques. Students will write, produce and direct their own performances. Students will be expected to stay after school for rehearsals occasionally. The Drama II class will participate in school productions.

Drama III and Drama IV

Prerequisites: Drama II and/or Drama III

Description: This class is designed for the student director. This class is audition only and students should have already taken Drama I and Drama II to be considered. Students in Drama III will produce their own plays complete with lighting, sound, and properties schemes. Students will also be expected to visit a college theatre program and to perform/direct a senior show. Many students will participate in school productions and assist the teacher in Drama I classes when schedules allow.

Musical Theatre—listed in the Choral Department section

HEALTH-PHYSICAL EDUCATION

Fitness for Life/Health

Prerequisites: None

Grade: Typically taken in 9th Grade

Description: This course is designed to fulfill the one Carnegie unit requirement for health and physical education. The purpose of the physical education component "Fitness for Life" is to promote the development and maintenance of personal fitness throughout the life cycle. It is conceptually based and focuses on healthy living and lifestyle choices, with particular emphasis on the role of exercise in a healthy lifestyle. Health education is designed to motivate and assist students in maintaining and improving their health, preventing disease, and reducing health-risk behaviors. It addresses the physical, mental and social dimensions of health.

Aerobics

Prerequisites: Fitness for Life

Description: Aerobics is a class designed to acquaint and interest students in the lifetime sport of aerobics and cardiovascular fitness. The class will provide opportunities to perform choreographic routines to music and to increase strength, cardiovascular endurance, muscular endurance, and flexibility. A variety of aerobics activities will be used including, body sculpting, weight training, bench aerobics, low impact and high impact aerobics, and general physical conditioning.

Outdoor Education

Prerequisite: Fitness for Life

Description: This course is designed to introduce students to a variety of outdoor activities including camping, outdoor cooking, fly fishing, ropes course, rock climbing, orienteering, water and hunting safety. Students will also have the opportunity to develop leadership skills.

Lifetime Sports

Prerequisite: Fitness for Life

Description: This course is designed to introduce and develop skills in a variety of lifetime sports. The activities will be taught not only to improve physical ability, but also to promote a pleasing and meaningful attitude toward physical education and leisure activities. The activities taught in this course include volleyball, fishing, golf, recreational games, pickle ball, badminton, basketball, ultimate Frisbee, and softball. Each student will be made aware of the importance of physical activity and positive use of leisure time in working toward "total" health and well being.

Weight Training

Prerequisite: Fitness for Life

Description: This course is designed to help students understand their personal capabilities from a physical fitness standpoint. Students will gain basic knowledge about the effects of exercise in establishing a personal fitness program that will be beneficial to one's total individuality that will be beneficial in everyday life, resulting in physiological and psycho-logical improvements. There is another positive result from strength training, which cannot be measured, and it may be the most important aspect of all. It is the mental toughness developed through a safe but intense strength program, which results in confidence that will be beneficial to one's self-discipline and self-image.

Driver's Education

Prerequisite: Learner's Permit

Description: The purpose of Driver's Education is to introduce the student to defensive driving skills and strategies that will be beneficial in promoting safe usage of the highway transportation system. Defensive driving strategies will enhance the student's ability to reduce the risk of accidents. Each student will experience actual driving skills through supervised driving practice. The reduction of automobile insurance premiums is an advantage of successful completion of Driver Education, with a grade of 80 or better.

CAREER TECHNICAL AND AGRICULTURAL EDUCATION

Agricultural Education

Basic Agricultural Science and Technology (02.47100)

Prerequisites: None

Grades: 9, 10, 11, 12

Description: Introduces the major areas of scientific agricultural production and research; presents problem-solving lessons and introductory skills and knowledge in agricultural science and agri-related technologies. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities of the FFA. This serves as the introductory course to all agriculture pathways.

Ag Mechanics Career Pathway

Basic Agricultural Science and Technology (02.47100)

Agricultural Mechanics I (01.42100)

Prerequisites: Basic Agricultural Science and Technology

Grades: 9, 10, 11, 12

Description: This course introduces selected major areas of agricultural mechanics technology including small engine operation and repair, metal fabrication, woodworking, and electrical wiring. Learning activities include basic understanding, skill development and problem-solving. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities of the FFA.

Agricultural Mechanics II (01.42200)

Prerequisites: Agricultural Mechanics I

Grades: 10, 11, 12

Description: Offers intermediate-level experiences in selected major areas of agricultural mechanics technology including small engine maintenance and repair, metal fabrication, woodworking, electrical wiring. Learning activities include basic understanding, skill development and problem-solving. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities of the FFA.

Animal Science Career Pathway

Basic Agricultural Science and Technology (02.47100)

Animal Science Technology/Biotechnology (02.42100)

Prerequisites: Basic Agricultural Science and Technology

Grades: 10, 11, 12

Description: Introduces scientific principles applied to the animal industry; covers reproduction, genetics, nutrition, technology, processing, and distribution of agricultural animal products. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities of the FFA.

Animal Production and Management (01.43200)

Prerequisites: Animal Science Technology/Biotechnology

Grades: 10, 11, 12

Description: Provides instruction in establishing and managing agricultural animal enterprises; includes instruction in selecting, breeding, feeding, caring for and marketing beef and dairy cattle, horses, swine, sheep, poultry, and specialty animals. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.

Plant Science/Horticulture Pathway

General Horticulture and Plant Science (01.46100)

Prerequisites: None

Grades: 9, 10, 11, 12

Description: Provides methods to produce, process, and market plants, shrubs, and trees used principally for ornamental, recreational, and aesthetic purposes and to establish, maintain, and manage horticultural enterprises. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities of the FFA.

Nursery and Landscape (01.47000)

Prerequisites: General Horticulture and Plant Science

Grades: 10, 11, 12

Description: This course is designed to provide students with the basic skills and knowledge utilized by the green industry in nursery production and management and landscape design and management. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities of the FFA.

Agriculture Department Electives

Floral Design (01.46200)

Prerequisites: None

Grades: 9, 10, 11, 12

Description: Introduces systematic business procedures, design principles, and production techniques used in retail and wholesale floral businesses. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities of the FFA.

Architecture, Construction, Communications & Transportation Technology

Architecture Pathway

Introduction to Engineering Drawing and Design (48.54100)

Prerequisites: Algebra I

Grades: 9, 10, 11, 12

Description: This is a beginning course that serves as an introduction to the drafting and design career field. This course is a prerequisite to all other courses in the Engineering Drawing and Design program. During this course, instructors emphasize safety, geometric construction, fundamentals of Computer-Aided Drafting, and multi-view drawings. Students learn drafting techniques through the study of geometric construction at which time they are introduced to computer-aided drafting and design. The standards are aligned with the drafting and design standards in the Georgia's technical colleges, and the standards are aligned with the national standards of the American Design Drafting Association (ADDA). Competencies for the co-curricular student organization, SkillsUSA, are integral components of both the core employability skills standards and the technical skills standards. SkillsUSA activities are incorporated throughout instructional strategies developed for the course.

Engineering Concepts and Drawings (48.54200)

Prerequisites: Introduction to Engineering Drawing and Designs

Grades: 10, 11, 12

Description: This is a course designed to further the development of student knowledge and skills in the Engineering Drawing and Design field. Students learn to illustrate more complex objects using the Computer-Aided Drafting (CAD) system and develop skills in dimensioning, tolerance, pictorials, sections, auxiliary views, and intersection and developments. Students who successfully complete this and other drafting courses should be prepared to take the Drafter Certification Examination from the ADDA. Competencies for the co-curricular student organization, SkillsUSA, are integral components of both the core employability skills standards and the technical skills standards. SkillsUSA activities are incorporated throughout instructional strategies developed for the course.

Architectural Drawing and Design I (48.54500)

Prerequisites: Engineering Concepts and Drawings

Grades: 10, 11, 12

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

Broadcast Video Production Pathway

Broadcast and Video Production (10.51110)

Prerequisites: None

Grades: 9, 10, 11, 12

Description: This one credit course is the first in a pathway that prepares the student for employment or entry into a postsecondary education program in the Broadcast/Video Production career field. Topics covered may include, but are not limited to: history of mass media, terminology, safety, basic equipment, script writing production terms, production and programming, set production, light recording and editing, studio production and professional ethics. Student organizations such as Skills USA, the Georgia Scholastic Press Association and Student Television Network are examples of, but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and technical skills and may be considered an integral part of the instructional program.

Broadcast and Video Production Advanced (10.51210)

Prerequisites: Broadcast and Video Production

Grades: 9, 10, 11, 12

Description: This one credit course is the second in a series to prepare for a career in Broadcast/Video production and/or to transfer to a postsecondary program for further study. Topics include: Operational set-up and maintenance; advance editing operations; studio productions performance; audio/video control systems production; graphic career opportunities and professional ethics. Students organizations such as Skills USA, the Georgia Scholastic Press Association and Student Television Network are examples of, but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and technical skills and may be considered an integral part of the instructional program.

Construction Pathway

Construction I (46.54500)

Prerequisites: None

Grades: 9, 10, 11, 12

Description: The construction technology core curriculum encompasses the basics and fundamentals of common skills spanning a variety of construction occupations. These basic skills, including safety, mathematics, hand tools, blueprint reading, and basic rigging, are seen as minimally essential to accomplishment of all subsequent, more advanced objectives in the construction curriculum. The technical and performance requirements for these skills are integrated throughout the scope of the four-year National Center Construction Education Research (NCCER) curriculum and are prerequisite to specializing in occupation training for carpentry, electrical, HVAC, masonry, sheet metal, plumbing, and welding. Minimum performance requirements for this course, and throughout the four-year curriculum, are based on the student successfully completing the modules.

Construction II (46.54600)

Prerequisite: Construction I

Grades: 9, 10, 11, 12

Description: The construction technology curriculum, Construction II, is designed to acquaint participants with the four major technical occupations that are available in the building industry (carpentry, electrical, masonry, and plumbing). The various activities equip high school students with the skills needed to select a building construction occupation, enter the workforce, and continue to advance in one of these introductions to the basic requirements of each of these fields, the structure and skills required, and use of specialized tools, equipment, and materials. Approximately one-third of student time is invested in the technical aspects of the occupation with the majority of their time (two-thirds) committed to performance-based, construction-related lab activities. This course is designed to familiarize students with the fundamentals of the various building construction occupations for the purpose of preparing them to select either carpentry, electrical, masonry, or plumbing 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 (NCCER) Occupational Standards. Students who successfully complete the course in accordance with NCCER standards are eligible for registration with the NCCER National Craft Worker Registry.

Construction III (46.55000)

Prerequisites: Construction I **AND** Construction II

Grades: 10, 11, 12

Description: This course is designed to allow students to learn framing basics with common and engineering grade lumber. After completing this course, the student will identify, rate, select, and use proper materials in constructing floor and wall systems and related components including proper sub-flooring and sheathing materials. Minimum performance requirements for this course are based on successful student completion according to the National Center for Construction Education and Research Center (NCCER) Occupational Standards.

Business & Computer Science

Administrative & Information Support Pathway

Computer Applications I (07.44110)

Prerequisites: None

Grades: 9, 10, 11, 12

Description: The goal of this course is to provide an understanding and application of social, ethical, and human issues related to technology. The course will also provide an introduction to computer technology, decision-making, productivity, communications, and problem-solving skills. Areas of instruction include computer applications and integration of word processing, desktop publishing, spreadsheet, database, and presentation software as well as use of emerging technologies. In this course, high school students can acquire skills required to create, edit, and publish industry appropriate documents. Areas of study will also include oral and written communications and information research for reporting purposes. Competencies for the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the core employability skills standards and technical skill standards.

Computer Applications II (07.48200)

Prerequisites: Computer Applications I

Grades: 9, 10, 11, 12

Description: The goal of this course is to provide students with opportunities to enhance their computer technology, decision-making, productivity, communications, and problem-solving skills. Areas of instruction include advanced computer applications and integration of word processing, desktop publishing, spreadsheet, database, and presentation software, as well as the use of emerging technologies. In this course, high school students can acquire skills required to create, edit, and publish industry appropriate documents. Areas of study will also include oral and written communications and information research for reporting purposes. Competencies for the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the core employability skills standards and technical skill standards.

Business Communication and Presentation (07.48310)

Prerequisites: Computer Applications I and II

Grades: 10, 11, 12

Description: The goal of this course is to provide students with an understanding of communication skills and current and upcoming technology and its impact personally and professionally. Competency will be developed in the areas of oral and written communication, interpersonal skills, and the use of current technology. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the core employability skills standards and the technical skill standards.

Interactive Media Pathway

Computing in the Modern World (11.41300)

Prerequisites: None

Grades: 9, 10, 11, 12

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

Fundamentals of Web Site Design (11.43100)

Prerequisites: Computing in the Modern World

Grades: 10, 11, 12

Description: Students in this course learn how to design and publish web pages and web sites. Included are site planning, page layout, graphic design, the use of markup languages, and the uploading and maintenance of webs and their corresponding links. Proper Internet protocol and computer ethics will be discussed.

Advanced Web Design (11.43200)

Prerequisites: Computing in the Modern World **AND** Fundamentals of Web Design

Grades: 10, 11, 12

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

Career and Pathway Related Courses

Graphic Design and Production (Yearbook) (11.42800)

Prerequisites: Permission from Instructor (Full Year Course)

Grades: 10, 11, 12

Description: This class provides instruction in the production of printed material including: layout, typography, paste-up, and utilizes computers for page design and processing. Students in this course master the fundamentals of graphic design and production. The Graphic Design and Production students produce the Yearbook and the principles are applied to printed media, digital presentation media, and interactive media.

Family & Consumer Sciences

Early Childhood Education Pathway

Early Childhood Education I (20.52510)

Prerequisite: None

Grades: 9, 10, 11, 12

Description: ECE I prepares the student for employment in early childhood education and services. This course will explore the care and nurturing of children. A laboratory setting is used to study the physical, cognitive, emotional and social needs of the child. Emphasis is placed on planning, organizing and conducting developmentally appropriate activities that promote physical, social, cognitive and emotional growth in children ages three and four. Other topics to be discussed include the learning environment, guidance, lesson planning, cultural diversity, and students with special needs. In addition to working in the childcare lab, students will also complete projects and leadership development activities through Family, Career, and Community Leaders of America.

Early Childhood Education II (formerly Human Growth and Development) (20.42320)

Prerequisite: Early Childhood Education I

Grades: 10, 11, 12

Description: ECE II is an advanced course that addresses the knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development of infants and children. A laboratory setting is used to study the physical, emotional, cognitive, and social needs of the child. Students will study the ages and stages of childhood, impacts of family and society on the development of the child and childcare related careers. In addition to working in the childcare lab, students will also complete projects and leadership development activities through Family, Career, and Community Leaders of America.

Early Childhood Education III (formerly Health, Safety and Nutrition for the Young Child) (20.52610)

Prerequisite: Early Childhood Education II

Grades: 10, 11, 12

Description: ECE III introduces the theory, practices, and requirements for establishing and maintaining a safe, healthy learning environment. Students will reinforce safe, healthy and nutritious habits while working in the childcare lab. Other topics to be discussed include work ethics, certification in CPR/First Aid/Fire Safety, child abuse and neglect, symptoms and prevention of major childhood illnesses and diseases and prevention and control of communicable diseases. In addition to working in the childcare lab, students will also complete projects and leadership development activities through Family, Career, and Community Leaders of America

Early Childhood Education Internship (20.52710)

Prerequisite: ECE I, ECE II, and ECE III

Grade: 12

Description: The internship offers a candidate in the Early Childhood Education career pathway a field experience under the direct supervision of a certified early childhood educator (mentor). The internship stresses observing, analyzing, and classifying activities of the mentor and comparing personal traits with those of successful early childhood educators. Candidate interns will develop a portfolio of their skills, plan and teach a lesson or lessons, understand and practice confidentiality as it pertains to early childhood education, meet the needs of special education students, maintain the safety of the students, and practice professionalism and ethical behavior.

Nutrition and Food Science Pathway

Essentials of Family and Consumer Science (formerly Foundations of Family and Consumer Science) (20.40101)

Prerequisite: None

Grades: 9, 10, 11, 12

Description: This is an introductory course and includes classroom instruction and laboratory experience. It is designed to expose students to all areas of Family and Consumer Sciences. Emphasis is placed on: Child Development and Parenting; Nutrition and Wellness; Interpersonal Relationships; Individual and Family Development; Housing; Interior Design; Textiles and Apparel; and Careers in Family and Consumer Sciences. Project-based instruction and the integration of Family, Career, and Community Leaders of America (FCCLA) provide students with opportunities for higher order thinking, communication, and leadership development.

Food, Nutrition and Wellness (20.41610)

Prerequisite: Essentials of Family and Consumer Science ***This course replaces Advanced Nutrition and Wellness***

Grades: 9, 10, 11, 12

Description: Food, Nutrition and Wellness is an essential course in understanding nutritional needs and food choices for optimal health of individuals across the lifespan. Emphasis is placed on: nutrient requirements and dietary planning, eating disorders and food choices, MyPyramid and Dietary Guidelines, Nutrition Facts labels, wellness and fitness, food safety and sanitation, and kitchen equipment. This course leads to the advanced nutrition pathway. Lab experiences will be integrated into the curriculum. Project-based instruction and the integration of Family, Career, and Community Leaders of America (FCCLA) provide students with opportunities for higher order thinking, communication, and leadership development.

Food Science (20.41810)

Prerequisite: Foundations of Family and Consumer Science; Physical Science; Food, Nutrition and Wellness OR Advanced Nutrition and Wellness

Grades: 10, 11, 12

Description: Food science integrates many branches of science and relies on the application of the rapid advances in technology to expand and improve the food supply. Emphasis is placed on: food science, food preparation and preservation, nutrition, chemical composition of foods, principles of food processing and packaging, food safety and sanitation, and emerging technology in food science. Building on the information learned in Food, Nutrition, and Wellness and Physical Science, this course illustrates scientific principles in an applied context. Project-based instruction and the integration of Family, Career, and Community Leaders of America (FCCLA) provide students with opportunities for higher order thinking, communication, and leadership development.

Government and Public Safety

JROTC and Army Pathway

JROTC I – VIII (28.03100-28.03800)

Prerequisites: None

Grades: 9, 10, 11, 12

Description: This course is designed to motivate all students to become better citizens and better young adults with focus for the future. The course focuses on and emphasizes the importance of academic success, self-confidence and leadership. Additionally, seniors will learn financial responsibilities, the importance of Geography and other earth studies as well as classes on resume preparation and many other career classes to improve their marketability after high school. Students may participate in, and manage extra-curricular activities such as the rifle team, drill team, color guard, saber team and raider team activities that will develop leadership and problem-solving skills for students. The course is an elective for students or may be used to satisfy the dual-seal graduation requirement. Junior ROTC is divided into four Leadership Education and Training (LET) levels. Seniors may participate in more than one JROTC class per semester if they are on track to graduate and have the approval of the administration. Seniors in JROTC will learn a more advanced curriculum to ready them for college, technical school, the military or the work place. Each course compliments many other high school courses by improving student's academic and overall awareness and performance in planning career and academic pursuits after high school. There is no obligation to become a member of the military by virtue of participation in Junior ROTC.

Healthcare Science Technology Education

Introduction to Healthcare Science (25.52100)

Prerequisites: None

Grades: 9, 10, 11, 12

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

Applications of Therapeutic Services (25.52200)

Prerequisites: Introduction to Healthcare Science

Grades: 10, 11, 12

Description: Applications of Therapeutic Services is the second course for the Therapeutic Services career pathway and is designed to provide an overall framework of basic skills utilized in the provision of direct client care. Monitoring and evaluating patient status includes assessment techniques such as vital signs. The function and fundamental path physiology of each body system is evaluated prior to community first aid and basic life support techniques.

Nursing Essentials (25.56100)

Prerequisites: Introduction to Healthcare Science **AND** Applications of Therapeutic Services

Grades: 11, 12

Description: This course is designed to provide students interested in the Therapeutic Services Pathway's Career Specialty Nursing with entry level skills most commonly associated with the entry level career title Nursing Assistant. The students are required to meet both national and intrastate professional guidelines as designated by applicable regulatory agencies such as the Occupational Health and Safety Administration (OSHA), Center for Disease Control (CDC), the department of Health and Human Services (HHS) with a specific focus on the Omnibus Budget Reconciliation Act 1987 (OBRA), and the Health Insurance Portability and Accountability Act of 1996 (HIPAA). This course with prerequisites meets the Certified Nurse Assistant curriculum content as specified by the Georgia Medical Care Foundation. Students meeting all academic, attendance, and age requirement may elect to sit for the Georgia Registry's Examination. Successful completion of the Georgia Registry Examination allows students to seek employment in the state of Georgia as a Certified Nursing Assistant.

Career Pathway Related Course

Medical Terminology (25.59100)

Prerequisites: Introduction to Healthcare Science and Applications of Therapeutic Services

Grades: 11, 12

Description: This course provides students with further development of the fundamentals of medical terminology. The knowledge and skills gained in this course will provide students entering a career in healthcare with a deeper understanding of the language used in health and medicine. This course concludes with students demonstrating their abilities to accurately interpret and transcribe medical orders and reports.

Nursing Internship (25.56300)

Prerequisites: Introduction to Healthcare Science, Applications of Therapeutic Services, **AND** Nursing Essentials

Grade: 12

Description: This internship focuses on the applications of Nursing Essentials skills and technology. Recommended course length is 150 hours with content focus as delineated in the internship performance standards. A minimum of 90 clinical application hours is required. The additional 60 internship hours may be utilized in the class, lab, or clinic settings.

SUPPORT PROGRAMS

CCAIE (COORDINATED CAREER ACADEMIC EDUCATION) I (32.41400)

Prerequisites: Permission of instructor **AND** teacher and counselor recommendations

Description: The Coordinated Career Academic Program provides an intervention instructional support laboratory program for at-risk students. This program emphasizes the importance of academic relevance in the areas of CTAE, math, language arts, social studies, and science. Students enrolled in CCAIE are provided with assistance in curriculum, guidance, counseling, and career development activities. Students are encouraged to participate in the Career Student Association which is a co-curricular component of CCAIE.

ESOL (English to Speakers of Other Languages)

Prerequisites: Permission of Instructor

Description: The purpose of the English to Speakers of Other Languages (ESOL) class is to guide non-native English speakers in learning the basics of English literature, grammar, and composition. This class is extremely flexible and the material covered and concepts taught are determined largely by the initial ability of the class. The ESOL class is designed to lead students from a non-English speaking proficiency, to a Basic Interpersonal Communication level (BICS), then finally to a level of Cognitive Academic Language Proficiency (CALP). By the time a student exits the ESOL program, he or she will have the skills necessary to succeed academically in a regular high school English class.

Workbased Learning Program

Workbased Learning

Prerequisites: Permission of Workbased Learning Coordinator

Grades 11, 12

Description: The Workbased Learning Program is a program designed for students with a definitive career goal who leave school to intern/apprentice at a work site that matches their career area. Students are required to work a minimum of 15 hours per week. The Workbased Learning Coordinator can assist students with job placement within the local community or students may find an approved work site on their own. During the school year, students will build a professional portfolio. These portfolio assignments, along with employer evaluations, are a part of the student's grade. Workbased Learning students are working toward a goal of 2000 hours on-the-job training and commit to further their education after high school in their chosen career field. Students receive technical/career credit toward their approved program of study.

Websites

The East Jackson Comprehensive High School Counseling Department's Website
www.eaglehelp.net/

or

The Jackson County Comprehensive High School Counseling Department's Website
www.pantherhelp.com/
where you can:

- Find information about colleges and technical colleges including college selection guidelines and application timelines.
- Find information about financial aid and scholarships.
- Find information to help improve academic performance.
- Find career information.
- Discover how to obtain personal help.

The East Jackson Comprehensive High School Website
www.jackson.k12.ga.us/ejchs

or

The Jackson County Comprehensive High School Website
www.jackson.k12.ga.us/jcchs, where you'll find:

- News about school activities
- Links to school departments
- The high school handbook with policies and club offerings

The Jackson County School District Website
www.jackson.k12.ga.us, where you will find:

- Information about the activities of the Jackson County Board of Education and the school district's central office.
- Links to information regarding each school in the district.
- Links to Internet resources for students, parents, teachers, and administrators.
- School calendars for holidays, standardized tests, and report card issuance.
- Lunch menus for elementary, middle and high schools.