

2025-2026
Coweta County School System
College and Career Planning Guide

Rev 072225

INTRODUCTION

Postsecondary institutions as well as many businesses and industries are looking for high school graduates who have already acquired certain knowledge, skills, and attitudes. This guide has been prepared to inform students and parents of the variety of courses and programs available in the Coweta County School System and to assist in the preparation of a program designed to meet their individual needs, aptitudes and abilities. **Course offerings may vary from school to school.**

Because planning is such a vital part of a well-designed program, incoming freshmen will plan a tentative program of study for all four years. It is the responsibility of the parents or guardians and students to exercise the initiative in developing this program; however, those who have a responsibility to aid the parent and student in the program planning process are the subject teachers, homeroom teachers, counselors, and administrators. Parents and students are encouraged to use this booklet while working closely with high school personnel in planning a four-year high school program.

The Coweta County School System offers career and technical education programs in our middle and high schools and at our College and Career Academy, the Central Educational Center. These programs are designed to prepare Coweta County's youth for a broad range of employment and further education and are offered under the guidance of certified and/or experienced teachers. Included in this Career Planning Guide is a list of programs being offered this year. Interest on the part of our students and parents is the key criterion for admission.

All career and technical education programs follow the system's policies of nondiscrimination on the basis of race, color, religion, national origin, sex, age, and disability in all programs, services, activities, and employment. In addition, arrangements can be made to ensure that the lack of English language proficiency is not a barrier to admission or participation.

For general information about these programs, contact the School Counselor for your student at your Coweta County School.

NOTE: The Career Planning Guide is updated frequently, at least annually and sometimes more frequently, when significant changes need to be updated due to state requirements, etc. Please check frequently with the Career Planning Guide for updates and changes.

Inquiries regarding nondiscrimination policies should be directed to Dr. Marc Guy, Assistant Superintendent of the Coweta County School System. Dr. Guy may be contacted at 237 Jackson Street, Newnan, Georgia 30263, 770-254-2800, or marc.guy@cowetaschools.net.

HOW TO USE THIS GUIDE

This guide is divided into the following sections. Parents should refer to the sections frequently, as the student matriculates through the Coweta County School System for updates and changes.

Section A –
Requirements/Opportunities
Students will find information about earning credit, graduation requirements, testing, and special programs.

Section B –
CEC & WGTC
Central Educational Center and **West Georgia Technical College** opportunities are detailed in this section.

Section C – High School Courses
Detailed information about all courses offered in Coweta County high schools is outlined in this section. Students and parents need to read Section C carefully and refer to Sections A and B when making

course selections

Table of Contents

	Page
Graduation Requirements	4
Section A: Requirements and Opportunities	
Earning Credit	6
University Requirements	7
NCAA Certification	7
Financial Aid and Scholarships	7
Tests	8
Special Programs	8,9
Georgia Virtual School	9
Credit Recovery Program	9
Students with Disabilities	10, 11
BRIDGE Legislation/Senate Bill 2	11
Dual Enrollment/Credit Information	12
Academic Dual Enrollment Agreement	13,14
Pathway Information For Students	15
Section B: Central Educational Center and West Georgia Tech College Programs of Study at the Central Educational Center	16-23
Section C: Course Descriptions	
Air Force Junior ROTC (Newnan High and Northgate High only)	25,26
Automotive	26
Aviation	26
Business/Marketing/Information Management	27
Communications Technology	28
Construction	29
Design Drafting	30
Dramatic Arts	30,31
Education and Teaching	31
English/Language Arts	33-35
Family and Consumer Sciences	35
Gifted Program	36
Graphic Communications	37
Health and Physical Education	37,38
Health Sciences	38,39
Information Technology	40
Marine Corps Junior ROTC (ECHS only)	40
Mathematics	41-43
Metal Joining/Welding	43
Modern Languages	46, 47
Pre-Engineering	45
Science	46-49
Social Studies	50,51
Visual Arts	51-53
Vocal Music & Band	53,54
Work-based Learning	55

COWETA COUNTY HIGH SCHOOL
RECOMMENDED PROGRAM OF STUDY
GRADUATION REQUIREMENTS

For your convenience, the minimum academic units required by the Coweta County School System for the High School Diploma are already included in the worksheet below.

NOTE: Students should carefully review college entrance requirements to determine appropriate levels of course selection. Although courses may meet Coweta County School System and Georgia Department of Education requirements, they may not meet all college admission requirements. Students should refer to specific college catalogs or websites for academic entrance requirements.

Students are required to have a four-year plan. Please refer to the four-year plan students made in 8th grade. Four Year plans are found in the student portal in Infinite Campus. If you have not completed your four-year, graduation plan or for changes to your plan, please see your high school counselor.

REQUIRED COURSES	9th GRADE	10th GRADE	11th GRADE	12th GRADE
4 UNITS - ENGLISH	Lit & Comp 1	Lit & Comp II	American Lit/Comp*	British Lit/Comp or College Readiness English (TCSG)*
4 UNITS - SOCIAL STUDIES	American Gov/Civics	World History*	U.S. History*	Personal Finance and Economics*
4 UNITS - MATHEMATICS	Algebra: Concepts and Connections	Geometry: Concepts and Connections	Advanced Algebra: Concepts and Connections	4th Math Options*
4 UNITS - SCIENCE	Biology	Chemistry, Earth Systems, or Environmental Science	Physics or Physical Science	4th Science Option
1 UNIT - HEALTH AND PERSONAL FITNESS	Health Personal Fitness			
3 UNITS (minimum) - CTAE and/or MODERN LANGUAGE and/or FINE ARTS				
8 UNITS - ELECTIVES				

Section A:
Requirements and Opportunities

Section A: Requirements and Opportunities

Earning Credit ----------6

University Requirements----------7

NCAA Certification----------7

Financial Aid and Scholarships----------7

Tests----------8

Special Programs----------8, 9

Georgia Virtual School----------9

Credit Recovery Program----------9

Students with Disabilities----------10, 11

Dual Enrollment/Credit Programs Information----------13

Academic Dual Enrollment Agreement----------16, 17

Pathway Information for Students----------18

EARNING CREDIT

COMPUTING CREDIT
Coweta County operates on a 2-term system with two nine-week grading periods per term. One unit is awarded for successfully passing each course. Students must enroll in at least four classes first term and at least four classes second term.

CLASSIFICATION OF STUDENTS
9th grade – promotion from 8th grade
10th grade – 6 units (8 possible), must have earned 1 English/Literature Composition unit and 1 Math unit
11th grade –13 units (16 possible), must have earned 2 English/Literature Composition, 2 Math, and 2 Science units
12th grade – 20 units (24 possible), must have earned 3 English/Literature Composition, 3 Math, and 2 Science units
Graduation – 28 units (32 possible)

GRADING SCALE
A= 90 – 100 B=80 – 89 C=71 – 79 D=70 F=Below 70

COURSE WEIGHTS FOR GRADE POINT AVERAGE (GPA)
Weighted grades are used by the Coweta County Board of Education for the sole purpose of computing final weighted grade point averages to determine honor graduates and class rank. Points are not added to the grades reported on the report card or transcript. Students who fail to complete a two-term AP course will receive only advanced credit (5 points) for the term successfully completed. The Georgia Student Finance Commission will determine course weight for HOPE eligibility.

Advanced Placement (AP) Classes or classes that require an AP requisite and Dual Enrollment Courses = 10 points added when calculating the weighted grade
Advanced or Gifted Academic Courses = 5 points added when calculating the weighted grade

See your Guidance Counselor for a complete listing of weighted courses offered at your high school.

Dual Enrollment Classes: Refer to Dual Enrollment at .**www.gafutures.org**.

Quality Points will be awarded to qualified courses that are: taken through the Coweta County School System during the regular four-block program, taken through the Georgia Virtual School during the regular four-block program, taken as dual enrollment during the regular four-block program, or taken as dual enrollment through the Georgia Department of Education allowing the course to be equally accessible to all students regardless of financial condition. Quality point concerns should be discussed with your counselor prior to registering for courses in order to be assured that the course qualifies for quality points.

For more information regarding quality points, including any other courses that may carry additional points, please contact your school counselor.

STUDENT CLASS LOAD
Each high school student in Coweta County will be required to take at least four courses each term.

IT IS THE STUDENT'S RESPONSIBILITY NOT TO REPEAT A COURSE ALREADY PASSED. IF THIS OCCURS, NO CREDIT WILL BE AWARDED FOR THE COURSE THE SECOND TIME IT IS TAKEN.

DUAL ENROLLMENT AND VALEDICTORIAN AND SALUTATORIAN
To be selected as Valedictorian, the student must be ranked number 1 in the class and earn a diploma. To be selected as Salutatorian, the student must be ranked number 2 in the class and earn a diploma.
In order to be named Valedictorian or Salutatorian, as a minimum, students must have attended the same base high school in the Coweta High School System for a period of two (2) full academic years (junior & senior).
Students taking one or more dual credit courses pursuant to SB211 shall be eligible for valedictorian and salutatorian. However, a high school student who moves into the local school system after his sophomore year and has not taken any courses on site at the high school shall not be eligible for valedictorian or salutatorian.

TEST OUT OPTION:
Participation (SBOE Rule 160-1-5-.15 Awarding of Units of Credit and Acceptance of Transfer Credit and/or Grades)
- The opportunity exists for students to demonstrate subject area competency ("test-out") for any course for which there is an associated EOC and earn credit for the course through that process.

- Students who reach the ***Distinguished Learner*** achievement level will have reached the required threshold for the awarding of course credit.
- Under the provisions of the Rule and guidelines, local boards of education shall award course credit to students who reach a designated performance level on an EOC taken prior to taking the course.
    - For example, a student may attempt the Biology EOC prior to taking the course. If the student reaches the Distinguished Learner achievement level, the local board of education shall award the student the Biology course credit.
- A student may test out of any course that has an associated EOC (American Literature and Composition, Algebra I, Biology, and US History). As stated in this Rule, students may earn **no more than three units** of credit by demonstrating subject area competency in this fashion.

Eligibility Requirements

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

Eligibility Guidance

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

Requirements for Local Boards of Education

- Allow eligible students only one opportunity per course to demonstrate subject area competency.
- Systems must utilize only the Office of Assessment and Accountability-designated administration windows for this purpose and all administrations must be conducted online.
- Systems are required to identify individual students who are testing for this purpose when the student is registered in the online platform.
    - Failure to do so may result in additional fees being invoiced to the system to correct data file/report errors. o Students who do not reach the designated achievement level of Distinguished Learner when attempting to test-out must enroll in and complete the associated course when applicable. The student would take the EOC again at the conclusion of that course experience regardless of their score during the attempt to test-out. As outlined in long-standing guidance (Guidance: Georgia SBOE Rule 160-5-1-.15; updated January 5, 2018), EOC scores may not be banked.
- As stipulated in the Guidelines previously issued for this Board rule, systems/schools shall not allow students who are currently enrolled, or who have previously been enrolled, in a higher level course to attempt to earn credit by testing out.
- **The administration of all EOCs for this purpose must adhere to the system's local EOC testing calendar. This stipulation is critical to ensure test security.** For example, students taking an approved EOC for the purposes of testing out must be administered the test on the same day or consecutive days that the system is administering the same EOC to all other students.
- Systems and schools will incur no charge for students who meet the eligibility criteria and achieve the Distinguished Learner achievement level. Systems and schools will incur a charge for students who fail to achieve this designated achievement level. ***The established fee is $50.00 per test.*** Students who meet the eligibility criteria and achieve the **Distinguished Learner** performance level will have the cost reimbursed.
- The opportunity for students to test-out is offered in CCSS during EOC Mid-Month windows and during the annual Summer Main Administration. This option is not available during the Winter or Spring Main Administrations.
- All test administrations for this purpose must be conducted online unless in cases where a student's documented disability will prevent the student from accessing the assessment in an online format.

UNIVERSITY REQUIREMENTS

University System of Georgia Minimum Freshman Admission Requirements

http://www.usg.edu/ Students who are attending college out of state should refer to that state's university requirements in addition to specific college catalogs (see page 4.)

NCAA CERTIFICATION

http://www.usg.edu/academic_affairs_handbook/section3/

You should apply for certification after your junior year in high school if you are sure you wish to participate in intercollegiate athletics as a freshman at a Division I or II institution.

Visit the NCAA website at www.ncaaclearinghouse.net for complete details.

FINANCIAL AID & SCHOLARSHIPS

HOPE Scholarship

Information about qualifying for a HOPE Scholarship can be obtained at:
http://www.gafutures.org.

Financial Aid Planning

Links for how to pay for college are available at:
http://gafutures.org
http://scholarships.com

Back to Table of Contents

TESTS

FOR ADDITIONAL INFORMATION AND REGISTRATION MATERIALS FOR ANY OF THE TESTS LISTED BELOW CONTACT THE COUNSELORS' OFFICE.

AMERICAN COLLEGE TESTING ASSESSMENT (ACT) http://www.act.org/

The ACT is a test similar to the SAT but with a different format. Many schools in states outside of Georgia require it for admission. Georgia University System colleges recognize the ACT or SAT for entry requirements. The ACT consists of four tests: English, Mathematics, Science and Reading. The ACT is administered six times each year, in September, October, December, February, April and June. Registration packets are available in the guidance office. A writing test is also offered. Check with the admissions office to see if this is required. Please see a guidance counselor for further details.

ARMED SERVICES VOCATIONAL APTITUDE BATTERY (ASVAB)

The ASVAB measures student aptitude in 12 vocational-technical areas including general information, numerical operations, attention to detail, word knowledge, arithmetic reasoning, space perception, mathematics knowledge, electronics knowledge, mechanical comprehension, general science, shop information, and automotive information. The test is provided at no cost to the students by the Armed Services.

ACCUPLACER

The ACCUPLACER is an entrance test that is given by all state technical institutions. It is an assessment of students' math, writing, and reading abilities. Contact West Georgia Tech College at CEC for more information.

GEORGIA HIGH SCHOOL END OF COURSE TESTS (EOC)

State developed tests will be given when a student completes any of the following courses: Coordinate Algebra, Analytic Geometry, Biology, Physical Science, Economics, U.S. History, 9th Grade Literature and Composition, and American Literature and Composition. The End of Course Test counts for a percentage of the final course grade. Students who transfer from a non-accredited high school or home school recognized by the U.S. Department of Education, must take and pass the EOCT in applicable courses in order to receive credit. Beginning with students who enter **grade 9 for the first time in 2011-2012**, students are required to pass courses associated with EOC, with the EOC contributing 20% to the course grade; however, students are not required to pass the EOC to meet graduation requirements.

PRELIMINARY SAT (PSAT/NMSQT) https://collegereadiness.collegeboard.org/sat

The PSAT is a shorter version of the SAT. It consists of three evidence based sections. This test qualifies students for the National Merit Scholarship Program as well as for the National Achievement Scholarship program for Outstanding Negro Students of the National Merit Scholarship Corporation. Only eleventh grade PSAT scores can be used for these scholarship programs. The PSAT is a requirement for acceptance in the

Governor's Honors Program. It is strongly recommended that 10th and 11th grade students who plan to attend college take the test.

SAT Reasoning AND SAT Subject Test https://collegereadiness.collegeboard.org/sat
All Colleges in the state of Georgia will accept the ACT or SAT for admissions. All students should consult with their School Counselors prior to registration for a test.

It is recommended that the students begin taking a college admissions test (ACT or SAT) in the spring of their junior year and again in the fall of the senior year. The best preparation for the SAT/ACT and for college is for students to take challenging academic courses and to read and write as much as possible. The SAT/ACT will be given at multiple locations, and students should check with guidance counselors for the latest SAT/ACT site administration schedule in Coweta County. Students should consult the specific college catalog or the college handbook to determine is the institution of their choice requires a subject area. Registration packets are available in the Guidance Office.

SPECIAL PROGRAMS

ADVANCED PLACEMENT COURSES https://apstudent.collegeboard.org/apcourse
If Advanced Placement courses are two terms, students MUST remain in the course both terms.
The Advanced Placement (AP) Program is an educational opportunity for hardworking students to participate in college level study while in high school. Students enrolled in AP classes follow a curriculum specified by the College Board and upon completion, may take Advanced Placement Examinations. The results of these examinations may enable the student to receive advanced placement credit upon entering college. Students interested in participating in advanced placement courses should contact the guidance office for additional information and advisement. Individual colleges determine whether or not to accept AP scores for credit or exemption.

GOVERNOR'S HONORS PROGRAM (GHP) http://gosa.georgia.gov/governors-honors-program
GHP is a summer instructional program designed to provide enriching educational opportunities to intellectually gifted and artistically talented high school students. Sophomores and Juniors may be nominated in a specific instructional area. Each school system is assigned a nomination quota based on attendance. Selection is based on transcripts of grades, nomination forms, endorsements and other pertinent information followed by local and statewide screening interviews/auditions. The PSAT is a requirement for the nomination for the Governor's Honor Program.
GEORGIA SCHOLAR PROGRAM
http://www.gadoe.org/External-Affairs-and-Policy/Excellence-Recognition/Pages/The-Geo

Back to Table of Contents

The Georgia Scholar Program is a program of the Georgia Department of Education to identify and recognize high school seniors who have achieved excellence in school and community life.

The student must have a minimum score of 1360 in one test administration on the SAT or a score of 31 on the ACT. Refer to the Guidance Office or Georgia Department of Education website for information about scores required in one test administration on the SAT or ACT.

STAR STUDENT PROGRAM http://www.pagefoundation.org/page/STAR6Guidelines
The Professional Association of Georgia Educators (PAGE) sponsors the STAR Program each year, recognizing the senior student in each Georgia high school with the highest SAT score, provided all of the following qualifications are met:

1. The student is among the upper 10 percent or top 10 students scholastically at the end of the first semester of the senior year.
2. The student must take the SAT Reasoning on any national testing dates through the November testing date of their senior year.
3. The student's score must be at least equal to the latest available national high school average. Critical reading, math, and writing scores from any single new SAT sitting will be used.

ONLINE PLATFORM

The Coweta County School System recognizes the importance of putting technology into the hands of students, and one aspect of this goal is allowing students to work through classes in the online forum. Recognizing that our students are technological learners with a growing need for flexibility, and that the business community, colleges, and universities seek graduates whose high level digital skills match their ongoing professional and learning needs, the school system offers a choice Online Platforms for classes as options for students who desire this technological platform for learning. The rigor of the approved Online Platform courses mirror the high level of expectation and quality that students are held to within the Coweta County School System. The Coweta County School System approved Online Platforms are GA Virtual School and Edgenunity Instructional Services. See your school counselor if you are interested in an online class.

CREDIT RECOVERY/REPAIR

Credit Recovery may be accomplished at a high school, Summer School. Please speak with your school counselor or advisor about options that may meet your needs. Please be aware that there may be NCAA implications. Check with NCAA representatives for answers to questions regarding specific accepted courses. **Visit the NCAA website at www.ncaaclearinghouse.net for complete details.**

Coweta County Graduation Requirements:
Preparing Students for Success

Students with Disabilities

Most students with disabilities, when provided with special education support and accommodations, are able to meet all high school graduation requirements and earn a diploma, just as students without disabilities. However, the high school graduation rule recognizes that a small number of students with disabilities will need special considerations as they work toward the rigorous requirements of the diploma. The IEP team should review the impact of special considerations on future post-secondary goals.

It is very important that students and their families have a clear understanding of the different exit credentials, the requirements for each, and the post-secondary options available to them. In most circumstances, the transcript will be reviewed in order to support eligibility and qualifications for entry into a postsecondary educational program, the military, or employment. Students and their families should be informed that they are eligible for services until they either graduate with a high school diploma or reach their 22nd birthday.

The role of the IEP including the Transition Plan

The IEP team, which includes the parent and the student, plays a critical role in identifying desired post-secondary outcomes and then defining the course of study and supports the student will need to reach those outcomes. Students are required to have a transition plan as part of their IEP prior to entry to 9th grade or age 16, whichever comes first. This plan should be the "guide to graduation" and should clearly begin to delineate the path and the supports necessary to assist the student to achieve graduation.

The identification of what the student wants to do once he/she graduates from high school is critical to the choice of course of study. For example, to attend a college/university, the student will need two units of credit in a foreign language even though foreign language is an elective and not required for the high school diploma. Careful consideration must be given to the desired post-secondary outcomes and what the requirements are to achieve those outcomes.

Parents and students must have a clear understanding of the requirements to achieve a high school diploma so that the IEP team can plan with the student how she or he will meet those requirements. Some students may need to consider that earning a high school diploma will take longer than four years. Students may need to take support classes, plan a schedule so that the courses are balanced and extremely challenging coursework is not taken all at one time. The team along with the student and his or her parents must determine what credential is desired and what likely path they will take. Many students resist the idea of staying in high school more than four years even if it means achieving a high school diploma. Transition planning should proactively discuss various options with the families and the student.

Back to Table of Contents

Students with the Most Significant Cognitive Disabilities

What is the new State-defined Alternate Diploma? The State-defined Alternate Diploma is the diploma awarded to students with the most significant cognitive disabilities who were assessed using the alternate assessment aligned to alternate academic achievement standards.

How is the State-defined Alternate Diploma different from a Regular Diploma? While this diploma is standards-based and aligned with the state requirements for the Regular High School Diploma, it is not a Regular High School Diploma. A State-defined Alternate Diploma does not terminate a free appropriate public education (FAPE) for students with an Individualized Education Program (IEP).

Which students qualify for the new State-defined Alternate Diploma? Only students with the most significant cognitive disabilities who take the Georgia Alternate Assessment (GAA) are eligible to receive the Alternate Diploma. These are the students who, due to their significant cognitive disabilities, are unlikely to access the Georgia Standards of Excellence (GSE). The Alternate Content Standards are aligned to the GSE but do not cover the full depth and breadth of the GSE.

Why did Georgia create a State-defined Alternate Diploma? The creation of this State defined Alternate Diploma: (1) addresses issues identified by the U.S. Department of Education during federal monitoring; (2) allows for better inclusion of students with significant cognitive disabilities assessed via the Georgia Alternate Assessment (GAA) 2.0 in graduation rates; and (3) creates a tighter alignment among the instruction received, assessment taken, and diploma for which a student is eligible.

How will this diploma impact these students' future postsecondary and/or transition opportunities? For postsecondary and transition opportunities, many institutions will allow the credential for transition opportunities and, as with the Regular Diploma, there would most likely be additional admission criteria for postsecondary institutions. It should be noted that the Alternate Diploma and the Regular Diploma are not equivalent credentials.

When will this new Alternate Diploma go into effect, and when will the first students graduate with this diploma? The Alternate Diploma option will be available for students who entered ninth grade during the 2020-2021 school year and beyond. Students with the most significant cognitive disabilities who were in high school prior to the 2020-2021 school year who take the GAA and complete other requirements will still receive the Regular Diploma.

How does the Alternate Diploma apply to four-year adjusted cohort graduation rate (ACGR) calculations? Students receiving this State-defined Alternate Diploma will count toward the four-year adjusted cohort graduation rate, regardless of the year they receive their diploma – provided they graduate within the time period for which the State ensures the availability of a free appropriate public education (FAPE) for students with disabilities. In Georgia, this is when a student has reached age 22. We believe this is a positive change for students with significant cognitive disabilities and will allow schools to serve those students without being penalized if they do not graduate within their four-year cohort – which may not be what's best for that individual student.

What happens if a student with the most significant cognitive disabilities who takes the Georgia Alternate Assessment withdraws from school without receiving the Statedefined Alternate Diploma? If the student has not yet reached his or her 22nd birthday, he/she will still have the opportunity to return to school and continue to receive a free appropriate public education until the 22nd birthday.

Building Resourceful Individuals to Develop Georgia's Economy Act

- Students in the sixth, seventh, and eighth grades will be provided counseling, advisement, career awareness, career interest inventories, and information to assist them in evaluating their academic skills and career interests.
- Before the end of the second semester of the eighth grade, students will develop an individual graduation plan in consultation with their parents, guardians, or individuals appointed by the parents or guardians to serve as their designee.
- High school students will be provided guidance, advisement, and counseling annually that will enable them to successfully complete their individual graduation plans, preparing them for a seamless transition to postsecondary study, further training, or employment. Year by year guidance and timelines for postsecondary planning can be found at www.gafutures.org.
- **An individual graduation plan shall:**
    1. Include rigorous academic core subjects and focused course work in mathematics and science or in humanities, fine arts, and foreign language or sequenced career pathway course work;
    2. Incorporate provisions of a student's Individualized Education Program (IEP), where applicable;
    3. Align educational and broad career goals and a student's course of study;
    4. Be based on the student's selected academic and career focus area as approved by the student's parent or guardian;
    5. Include experience based, career oriented learning experiences which may include, but not be limited to, internships, apprenticeships, mentoring, co-op education, and service learning;
    6. Include opportunities for postsecondary studies through articulation, dual enrollment, and joint enrollment;
    7. Be flexible to allow change in the course of study but be sufficiently structured to meet graduation requirements and qualify the student for admission to postsecondary education; and
    8. Be approved by the student and the student's parent or guardian with guidance from the student's school counselor or teacher adviser.

An individual graduation plan will be reviewed annually, and revised, if appropriate, upon approval by the student and the student's parent or guardian with guidance from the student's school counselor or teacher adviser.
An individual graduation plan may be changed at any time throughout a student's high school career upon approval by the student and the student's parent or guardian with guidance from the student's school counselor or teacher adviser.

DUAL ENROLLMENT/CREDIT PROGRAMS INFORMATION

For more details and information regarding dual credit programs, including articulation, please contact the Georgia Department of Education at the following web address:

http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/default.aspx

Dual Enrollment Graduation Option B (Senate Bill 2): Complete high school and technical college to graduate from high school + technical college simultaneously.

Required High School Courses:

2 Units of English (9th Lit/Comp and American Lit/Comp
2 Units of Social Studies (American Govt/Civics and Personal Finance/Economics
2 Units of Math (Algebra: Concepts & Connections and Geometry: Concepts & Connections
2 Units of Science (Biology and Science Elective
1 Unit of Health and Personal Fitness

Required College Program:

earning at least two technical college certificates and meeting all related postsecondary requirements

OR

earning a technical college diploma program and meeting all related postsecondary requirements

OR

completing an associate degree program

Dual Enrollment admissions requirements for the post-secondary institutions apply.

GAfutures
Explore. Plan. Succeed.

GSFC
Georgia Student Finance Commission

IN THE NEWS

DUAL ENROLLMENT

Dual Enrollment is Georgia's program that allows high school students (9th – 12th grade) to earn college credit while working on their high school diploma. The Dual Enrollment program covers tuition, mandatory fees and required textbooks. The goal of the Dual Enrollment program is to increase college access and completion, and prepare students to enter the workforce with the skills they need to succeed.

www.gafutures.org/hope-state-aid-programs/scholarships-grants/dual-enrollment/application-procedure-and-deadline/

Coweta County School System Academic Dual Enrollment Agreement

This is to certify that _____ is approved and classified as a Dual Credit Enrollment student at _____. The student and the parent/guardian have been advised about participation in the dual enrollment program. The following high school courses are to be substituted by postsecondary courses. These courses have been approved by the Dual Enrollment Articulation Committee.

High School Course Name	High School Course Number	Postsecondary Course Name	Postsecondary Course Number	Hours	Term	Quarter/ Semester

In addition, the student and parent have been advised and understand the following grading procedures listed below:

AWARDING HIGH SCHOOL CREDIT FOR COURSES TAKEN IN DUAL ENROLLMENT PROGRAMS

- Postsecondary semester hour credit shall be converted to high school unit credit as follows: 3 to 5 semester hours = 1 unit. Postsecondary quarter hour credit shall be converted to high school unit as follows: 4 to 8 quarter hour credits = 1 unit.
- For students who participate in approved dual enrollment programs, the grades and amount of credit for each approved course shall be placed on high school transcripts and shall be used in computing grade point averages.
- Beginning with the 2011-12 school year, the correlation of a student's grades earned at the post-secondary institution and the secondary cumulative grade point average shall be as follows (except in instances where the post-secondary institution course instructor of record provides the student a numerical grade with a maximum of a 100 average. This score will be listed as the nearest whole number in the district's student information system.):

A+ = 98	B+ = 88	C+ = 78	D+ = 70	F = 60
A = 95	B = 85	C = 75	D = 70	
A- = 92	B- = 82	C- = 72	D- = 70	

Beginning with courses taken in 2012-2013, Grade Weights will be as follows:

1. Dual Enrollment University courses = 10 points added into the calculation for final GPA
2. Advanced Placement (A.P.) Courses = 10 points added into the calculation for final GPA
3. Advanced or gifted academic courses = 5 points added into the calculation for final GPA
4. Dual Enrollment College/Technical courses through Central Educational Center = 5 points added into the calculation for final GPA. Academic courses through Central Education Center = 10 points added into the calculation for the final GPA.
5. All other High School courses = no points added to the final GPA
   High school students attending postsecondary institutions are subject to the rules of both the postsecondary institutions and the Coweta County high schools(s).

Quality points are not always awarded, depending on when the course was taken, total number of courses taken, and other factors. Be sure to discuss quality points with your counselor to determine if quality points will be issued.

DUAL ENROLLMENT AND VALEDICTORIAN AND SALUTATORIAN

To be selected as Valedictorian, the student must be ranked number 1 in the class and earn a diploma. To be selected as Salutatorian, the student must be ranked number 2 in the class and earn a diploma.

In order to be named Valedictorian or Salutatorian, as a minimum, students must have attended the same base high school in the Coweta High School System for a period of two (2) full academic years (junior & senior).

Students taking one or more dual credit courses pursuant to SB211 shall be eligible for valedictorian and salutatorian. However, a high school student who moves into the local school system after his sophomore year and has not taken any courses on site at the high school shall not be eligible for valedictorian or salutatorian.

My signature below indicates that I have read and understand both sides of this form.

Student Signature	Parent Signature
Counselor Signature	Date

Coweta County School System
Academic Dual Enrollment
Page 2

- The contact person regarding questions about Dual Enrollment is the student's high school counselor, as he/she can assist with Dual Enrollment details such as scheduling, financial information, books, materials, and other details.
- Dual Enrollment students are required to adhere to both the rules of the eligible institution and the high school.
- Dual Enrollment course incompletion, course failure, dropping and/or being dropped from a course can possibly delay graduation.
- Because of the importance of Dual Enrollment with regard to meeting high school requirements for graduation as well as adherence to high school rules and regulations, it is the responsibility of the student and parent/guardian to immediately notify the high school counselor if he/she drops or is dropped from Dual Enrollment course(s).
- Course credit earned through Dual Enrollment becomes a part of the high school transcript as well as the college transcript.
- Parent/guardian/student signatures indicate receipt of advisement services as well as understanding of responsibilities and possible outcomes in Dual Enrollment participation.

Back to Table of Contents

PATHWAY INFORMATION FOR STUDENTS

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

Advanced Academic Pathway in ELA Criteria: a. Student graduated, thereby completing 4 required credits in ELA, AND b. Student earned credits in two distinct courses in the same world language, AND c. Student's course history in ELA (23 course codes) includes: • at least one AP* Course Code or • one IB* Course Code or • one post-secondary enrollment course that fulfills a core graduation requirement in ELA	**Advanced Academic Pathway in Mathematics Criteria:** a. Student graduated, thereby completing 4 required credits in mathematics, AND b. Student earned credits in two distinct courses in the same world language, AND c. Student's course history in mathematics (27 course codes) includes: • at least one AP* Course Code or • one IB* Course Code or • one post-secondary enrollment that fulfills a core graduation requirement in Mathematics
Advanced Academic Pathway in Science Criteria: a. Student graduated, thereby completing 4 required credits in science, AND b. Student earned credits in two distinct courses in the same world language, AND c. Student's course history in science (26 course codes and 40 course codes) includes: • at least one AP* Course Code or • one IB* Course Code or • one post-secondary enrollment code that fulfills a core graduation requirement in Science	**Advanced Academic Pathway in Social Studies Criteria:** a. Student graduated, thereby completing 3 required credits in social studies, AND b. Student earned credits in two distinct courses in the same world language, AND c. Student's course history in social studies (45 course codes) includes: • at least one AP* Course Code or • one IB* Course Code or • one post-secondary enrollment that fulfills a core graduation requirement in Social Studies

Fine Arts Pathway: a Fine Arts Pathway may be followed in any of these five areas of study: dance, journalism, music, theater arts, and visual arts. A student has completed a Fine Arts Pathway when three courses from those identified in the Excel workbook titled, "Fine Arts Pathways for HS Indicator 9" have been successfully completed in any one of the five areas.
World Language Pathway: a World Language Pathway may be followed in any of the world language areas included in the state list of approved courses. A student has completed a World Language Pathway when the criteria described below have been met.

World Language Pathway Criteria:
a. Student graduated, AND
b. Student's course history in one world language includes:
- 3 distinct high school Course Codes or
- 2 distinct Course Codes plus a third code reflecting
  - i. An AP* course, where AP courses are offered or
  - ii. An IB* course, where courses are offered or
  - iii. A post-secondary enrollment course in the same World Language

***AP, IB and dual enrollment courses must have earned credit**

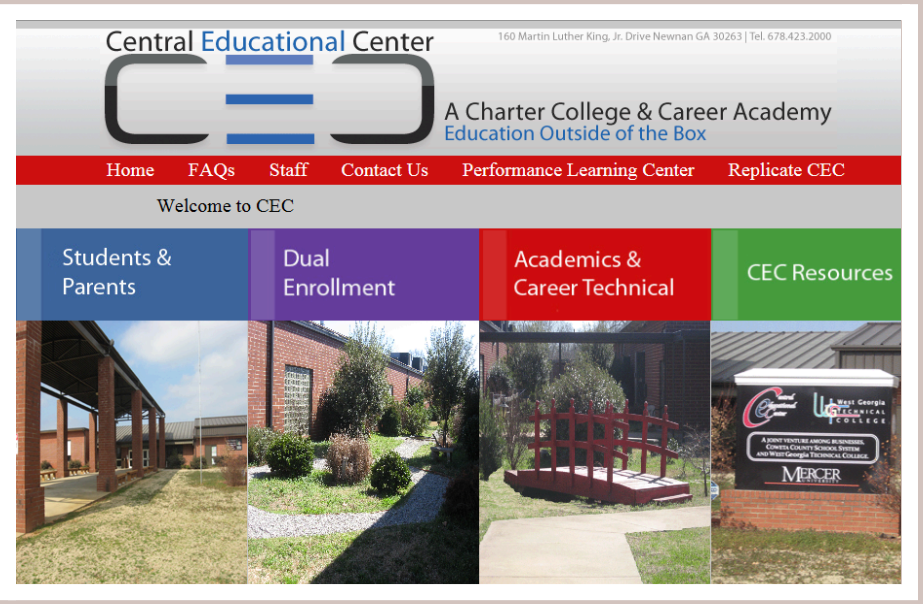
CTAE Pathway Options

CTAE Pathway: a series of 3 or 4 specified courses in a CTAE-approved pathway. A variety of Pathway options is available through the Central Educational Center. CEC pathway options are created with flexibility. Sample CEC pathways include:

Introduction to Graphic Design	**Examining the Teaching Profession**
Graphic Design and Production	**Contemporary Issues in Education**

Base High Schools and CTAE Pathway Options
Each base high school offers a pathway in Business Education and in Family and Consumer Sciences, as listed below:

Business	FACS
Introduction to Business and Technology	Food, Nutrition and Wellness
Business and Technology	Food for Life
Business Communications	Food Science



Section B:

Central Educational Center

and

West Georgia Technical College

www.centraleducationalcenter.net

Section B: Central Educational Center and West Georgia Technical College Programs of Study at the Central Educational Center……20 - 26

Central Educational Center (CEC) is a charter school in Coweta County, Georgia designed and operated by a partnership among business and industry, Coweta County Schools, and West Georgia Technical College.

CEC's mission is "to ensure competitive talent for current and future careers." Our focus is on seamless education, which we accomplish by breaking down barriers between academics and career/technical classes, between high school and college, and between education and the workplace. Students at CEC are called "team members," and they voluntarily enroll from all the county's high schools. CEC's unique blend of academic and technical courses prepares team members for the workforce or additional post-secondary education. Team members also have the option of taking dual-enrollment courses at CEC as early as 9th Grade – simultaneously earning credit toward a high school diploma and technical college credit.

*Students may take college level courses from West Georgia Technical College. Students must complete the admissions process to attend.
*Students have the opportunity to participate in work-based learning through job shadowing, clinical rotation, cooperative education, and Youth Apprenticeship.
*The school day begins at 8:15am.
*Students may drive or take the bus from their base high school. Driving is a privilege and students should bring their base high school parking pass to the front office and be issued a parking sticker for CEC.
*Attendance is part of the work ethic grade. Students may attend as follows:

- First and Second Blocks or Third and Fourth Blocks
- First, Second, Third and Fourth Blocks or First Block Only

Bus Schedule for students without Transportation

PLEASE NOTE: No buses will be available to pick up students at home for direct transportation to the Central Educational Center in the morning. Buses do transport students from each base high school. An official bus schedule will be available in the Fall from your base high school.

If a student has no means of transport directly to CEC or to the base high school before the departure of the bus going to CEC, those students will be unable to attend morning classes held at CEC.

The bus returns the students to the base school after second block and brings another group for third and fourth blocks.
The bus leaves CEC at 3:10 PM to take students back to base school for departure.

For More Information Contact Central Educational Center Staff

Website: http://www.centraleducationalcenter.net/

Phone: 678-423-2000

Mark Whitlock, CEO: ext. 838019

David Dement, Principal: ext. 838010

Dawn Revere, Career Counselor: ext. 838021

West Georgia Technical College

Jennifer Ball, High School Coordinator-Dual Enrollment

706 756-4562

CTAE (Career Technical Agricultural Education) Programs

WORK-BASED LEARNING

Each program area at CEC provides an opportunity for students to participate in Work-Based Learning. Each job site has to be approved, and students have defined competencies to learn. Students who participate in Work-Based Learning have an opportunity to apply knowledge and skills learned in the classroom to a "real world" workplace setting. The Work-Based Learning experience is useful in narrowing choices for a college major. It is a chance to "test drive" a career. All students enrolled in a Work-Based Learning program must work 7.5 hours per school week to earn one credit, 15 hours per school week to earn two credits, and 22.5 hours a week to earn three credits. Students may participate in one of the following areas:

- Agriculture
- Architecture, Construction, and Transportation
- Business and Computer Science
- Education and Teaching
- Engineering and Technology
- Family and Consumer Sciences
- Government and Public Safety
- Healthcare Science
- Marketing, Sales, and Service

Students who apply for the Work-Based Learning program should be interested in pursuing careers in either professional or technical areas. Students applying for the program should have taken or be currently enrolled in a class that is related to their career interest. The job site should reflect the student's career interest area.

Students must apply to and be accepted in the Work-Based Learning program. Students must meet qualifications in attendance, punctuality, and behavior. Students are expected to be on track for graduation and must be able to provide their own reliable transportation. Students are required to meet with their Work-Based Learning Director once a week before the school day begins and submit their weekly production reports. These weekly meetings are held at all three high schools as well as CEC.

Students are classified by Work-Based Learning Program directors in the following ways:

Cooperative Education – Student's job is an application of what has been learned in their CTAE/career pathway class. Students must be in paid positions.

Internship – Students must have earned a minimum of one unit of credit in a CTAE/career pathway class related to their job placement. Students may work in either paid or unpaid positions.

Youth Apprenticeship – This program is designed to provide students with employment and additional training in their career area of interest. Students commit to 2,000 hours of on-the-job training, are paid using a progressive pay scale, and must attend post-secondary education.

CTI – CAREER TECHNOLOGY INSTRUCTION – One extension of CTI support services is work-based learning for students in special education that are unable to participate in the regular education work-based learning programs. These experiences are divided into two primary categories: paid experiences and non-paid experiences.

Dual Enrollment Graduation Option B Program

The Option B program, created by the Georgia Legislature, is a dual enrollment program that offers a path to high school graduation for students who have successfully completed nine required high school courses along with specific college credential programs. In addition, the State Board Rule for Dual Enrollment Graduation Option B will require three EOC milestone tests including Alg. 1, Bio and American L/C. Option B students simultaneously earn a high school diploma AND two technical college certificates OR a technical college diploma OR an associate degree. The technical college courses are funded by Georgia's dual enrollment program, which, depending on the number of credit hours in the Technical College Certificate/Technical College Diploma program chosen, also allows access to Georgia's HOPE Grant or HOPE Career Grant.

Advanced Manufacturing Technician Apprenticeship Program

This Dual Enrollment Graduation Option B program allows a student to earn:
1. a high school diploma;
2. a West Georgia Technical College Diploma (funded by Georgia's dual enrollment program);

3. support to complete a West Georgia Technical College Associate Degree (funded by Georgia's HOPE Grant upon high school graduation);
4. German Apprenticeship Certification (recognized worldwide) as an Advanced Manufacturing Technician; and
5. U.S. Department of Labor Apprenticeship Certification.
Eligible students must successfully complete the nine high school courses required for Dual Enrollment Graduation Option B, the four End of Course
Milestone tests, and the West Georgia Technical College credentials (two West Georgia Technical College Certificates OR a West Georgia Technical College Diploma OR
a West Georgia Technical College Associate Degree in Precision Manufacturing). Participants have an opportunity to earn a salary during high school and to
receive job offer(s) upon high school graduation and successful completion of the program.

Dual Credit Programs @ CEC for High School Students

ADMISSIONS

How do I apply for the college-level classes if I am a high school student and want to come to CEC?

Meet with your base high school counselor to discuss your class schedule and eligibility for the program. You must complete the appropriate paperwork for your chosen program of study and sign up for the ACCUPLACER Exam.

What are the West Georgia Tech program requirements?

- Students must complete the application materials and meet the minimum placement requirements.
- The high school counselor and parent or guardian must grant the student permission for the student to be eligible for the program by signing the Dual Enrollment Form.

What is a certificate?

Certificate programs are short college-level programs that do not normally consist of a core curriculum (i.e. English, math, psychology, etc.). Traditionally, certificate programs were designed for the adult student who needed to gain or enhance a skill and return to work in a short period of time. However, certificate programs fit nicely into the school system schedule because most programs take only one term to complete. If you complete the program successfully, you will be graduating from high school with a college-level certificate.

PLACEMENT TESTING

What is the ACCUPLACER Exam?
The ACCUPLACER Exam is a placement exam testing a student's skill level in Reading Comprehension, Writing, and General Math. The exam is administered on the computer; it is not timed, and students are allowed to use a calculator for the math section. Students must pass all sections of the exam to become eligible for the West Georgia Tech programs.

How do I sign up for the ACCUPLACER Placement Exam?
If you do not have SAT or ACT scores that meet the minimum criteria, you must take the ACCUPLACER Placement Exam and pass all sections to become eligible for the technical college programs. It is important that you attend the test session for which you register due to space availability. After you submit an application, you may contact the Office of Student Services (Office 100B/C) directly to sign up for the ACCUPLACER Exam at (770) 755-7825.

I have taken the SAT. Can I use my scores for placement?
Yes, you may use SAT, ACT, CPE, Asset, or ACCUPLACER scores for placement if the scores meet the minimum requirements.

What are the placement score requirements if I want to enroll in a West Georgia Tech program at CEC?
HOPE GPA 2.6 for Academic Core Classes HOPE GPA 2.0 for Occupational and Trade and Tech courses
Most of the West Georgia Tech programs have the following placement criteria. After taking the exam, you will receive your scores in the mail explaining if you are eligible for your program of choice:

- **SAT:** Verbal 290 Math 380
- **ACT**: English 14 Math 17
- **ACCUPLACER**: Reading 236/224, Writing 249/236, Math 229, Algebra 245/231 (depending on program)

Will I be able to use my ACCUPLACER/Compass scores after I graduate from high school?
If the college or university you are planning to attend accepts Compass/ACCUPLACER scores for placement, yes, you may request, in writing, that your scores be sent to the school. However, your scores will not automatically be sent without your written request.
https://accuplacer.collegeboard.org/students

CLASSES

Do the West Georgia Tech classes count toward my high school graduation?
Yes. A regular status student enrolled in a West Georgia Tech program obtains credit toward high school graduation as well as credit toward a technical college certificate. The credits earned through West Georgia Tech satisfy CTAE or elective credits for the high school.

FAQs
Frequently Asked Questions

What programs are offered at CEC for high school students?

To date, the following programs are offered:

*Advanced Dental Assisting
*Basic Dental Assisting
*Cybersecurity
*Precision Machining
*Welding:
*Automotive Technician
*Cosmetology
*Advanced Culinary
*Basic Culinary
*Nurses Aide

Does each program only include one class?
Good question, but no. Each certificate program is made up of three to five, even seven, college-level courses, which can be completed in one or two terms. See your base high school counselor or West Georgia Tech College Student Services Staff for the schedule of class offerings.

Can I take just one class?
Unfortunately, no, you cannot take just one class in any of the certificate programs. As mentioned earlier, you will be taking a series of classes during one term; therefore, you must remain in the program for the entire term just like you would a regular high school class. In that term, you will be completing several college-level classes.

When do the West Georgia Tech classes meet?
The West Georgia Tech classes are scheduled just like the regular high school classes and follow the Coweta County School System block schedule. The West Georgia Tech programs do, however, carry some added responsibilities *(see next question)*.

What is the difference between a West Georgia Tech class and my regular high school class?
Coweta County School System rules still apply to the West Georgia Tech classes. As a student, you are always expected to attend class, be on time for class, participate in class discussions, and respect your instructor and other team members. As a West Georgia Tech student, you will be treated as if you were a traditional adult college student. You will notice more flexible campus hours in a more open campus environment. Because you are enrolled in a college-level course, you may not be required to attend West Georgia Tech classes every day of the week unless otherwise specified by your instructor. Because you have chosen to take on additional academic responsibilities, you will be expected to conduct yourself in a mature manner while reaping these added benefits.

Will adults be in class with me?
Yes, it is quite possible that traditional adult students will attend classes during the day with the high school students. However, the West Georgia Tech day programs are only offered to adults on a space available basis. High school students meeting the application deadline will have priority when registering for the programs.

Is the attendance policy the same?
The Attendance Policy for the WGTC class a student is taking will be detailed in the syllabus for that course and may include information about how attendance will affect the overall grade as well as information about the possibility of late and/or make-up work. It is the student's responsibility to make arrangements with the instructor concerning the completion of missed work and it is at the discretion of the instructor how missed work is accepted. Attendance will be considered as a part of a student's work ethics grade.

Can I transfer my credit to another college or university after I graduate from high school?

Upon successful completion of the technical certificate program at CEC, an official transcript with your grades will be maintained through the Registrar's office at West Georgia Tech. If you plan to attend another college or university upon graduation of high school, you may request, in writing, that your West Georgia Tech transcript, along with your placement test scores, be sent to each postsecondary institution. Your West Georgia Tech transcript will be evaluated for transfer credit, and it is up to the ***receiving*** institution to accept credits from West Georgia Tech. The first transcript will be sent free of charge; a $5 charge will apply for each additional transcript request.

Dual Enrollment
QUICK REFERENCE GUIDE

Students must submit:

- Submit official SAT, ACT, ASSET, PSAT, or COMPASS test scores or take the Accuplacer placement exam, or submit HOPE GPA after 10th grade.
- Complete the Dual Enrollment admissions application.
- Meet with your high school counselor and parent/guardian to complete the Dual Enrollment Student Participation Agreement.
- Log in or set up a GAFutures account at GAFutures.org, and complete the Dual Enrollment (financial aid) application online.
- Receive acceptance letter/email.
- Attend orientation and registration session with WGTC high school coordinator (information for scheduling will be included in acceptance letter/email.)

ACCUPLACER Placement Exam Information:

- High School students are invited to take the ACCUPLACER Exam at no charge, for the first attempt.
- After school testing will be available several times throughout the school year.
- Students will only be allowed to retest once per semester.
- Study guide and tutorials are available at https://accuplacer.collegeboard.org/students
- Students must present their photo ID at the time of the test, and identify themselves to the testing administrator as a high school student testing for Dual Enrollment.

Contact Information:

Jennifer Ball– WGTC High School Coordinator-Dual Enrollment
770-756-4562

Dual Enrollment Schedule

Automotive	
Automotive Electrical/Electronic Systems Technician	Student will be enrolled for 1 semesters for 2 blocks Monday – Friday and will receive 1 certificate.
Automotive Climate Control Technician Auto Engine Repair Technician	Students will be enrolled for 1 semester for 2 blocks Monday-Friday and receive 2 certificates.
Computer Information Systems	
Game Development Specialist	Students will be enrolled for 2 semesters for 2 blocks (yearlong) Monday – Thursday.
Cybersecurity	Students will be enrolled for 1 semester for 2 blocks Monday-Friday.
Cosmetology	
Shampoo Technician	Students will be enrolled for 1 semester for 2 blocks Monday – Friday.
Cosmetology	Students will be enrolled for 1 semester for 2 blocks Monday – Friday.
Criminal Justice	
Criminal Justice Fundamentals Crime Scene Fundamentals	Students enrolled in these courses will be enrolled on the WGTC campus on the traditional college schedule and will receive 2 certificates.
Culinary Services	
Food Production Worker Prep Cook	Students will be enrolled for 2 semesters for 2 blocks (yearlong) Monday – Thursday and will receive 2 certificates.
Early Childhood Care and Education	
Early Childhood Care and Education Basics	Students will be enrolled for 1 semester for 2 blocks Monday – Thursday. These classes meet at the West Georgia Tech campus not the CEC location
Health Care Services	
Basic Dental Assisting	Students will be enrolled for 1 semester for 2 blocks Monday – Friday. Students must be 17 years old to take this program.
Advanced Dental Assisting	Students will be enrolled for 1 semester for 2 blocks Monday – Friday and must have successfully completed the Basic Dental Assisting program. Students must be 17 years old to that this program.
Nurse Aide	Students will be enrolled for 2 semesters for 2 blocks Monday – Friday. Students must be 17 years old to take this program.
Precision Manufacturing (Apprenticeship)	
Precision Manufacturing and Maintenance	This is an apprenticeship program and students must be selected for this program.
Welding	
Basic Shielded Metal Arc Welder	Students will be enrolled for 1 semester for 2 blocks Monday – Friday.
Gas Metal Arc Welder	Students will be enrolled for 1 semester for 2 blocks Monday – Friday.
Gas Tungsten Arc Welder	Students will be enrolled for 1 semester for 2 blocks Monday – Friday.
Advanced Shielded Metal Arc Welder	Students will be enrolled for 1 semester for 2 blocks Monday – Friday.

EXAMINING THE TEACHING PROFESSION (formerly Introduction to Teaching):
This course is designed for juniors and seniors who are interested in the field of education. Students must have good averages and excellent attendance. The course engages the students in career exploration in the field of education. The students will examine the teaching profession in order to reflect upon the role of education and teaching in a diverse culture. Students will examine the moral and ethical responsibilities involved in the teaching profession. Mastery of these standards will be accomplished through project-based learning, leadership development through the student organization FGA (Future Georgia Educators), observation, and 60 clock hours of hands-on work experience in elementary and middle school classrooms. **This course is a prerequisite for all other Education and Teaching courses.**

CONTEMPORARY ISSUES IN EDUCATION (formerly Introduction to Teaching II):
This course is designed for juniors and seniors who are interested in the field of education. Students must have good averages and excellent attendance. The students will investigate, through work-based learning and seminars, the social and political influences upon education in Georgia and throughout the United States. The course engages the candidate in reflection and practice in order to interpret the meaning of education in diverse cultural settings and is accomplished with 120 hours of hands-on experience in a classroom at an elementary or middle school setting. Leadership activities and skills will be developed through participation in the student organization FGA. **This course may be taken in conjunction with Teacher Internship.**
Prerequisite: Examining the Teaching Profession

TEACHER PRACTICUM:
This course is designed for junior and seniors interested in education. Students must have good averages and excellent attendance. The course allows students the opportunity to complete work-based learning activities that practice the skills acquired through the prerequisite course work. Students will engage in authentic work-based tasks while demonstrating the academic and career-related skills necessary for the teaching profession. Work will be accomplished at elementary, middle, or secondary school settings. Students are eligible to complete from 120 to 360 hours of hands-on experience. Leadership activities and skills will be developed through participation in the student organization FGA. **This course may be taken in conjunction with Contemporary Issues in Education.**
Prerequisite: Examining the Teaching Profession

PATHWAYS INTO ENERGY:
Be a part in building Georgia's future energy workforce. The energy industry needs talented and skilled individuals that like to use their brain as well as their hands to solve problems. Strive to make your community a better place to live for those around you. Begin a career pathway with an industry that has great paying positions in engineering, technical services, communications, maintenance and repair, plant operations, accounting, marketing, energy efficiency programs, construction and design.

Begin an energy career with the **Energy & Power: Generation, Transmission and Distribution** pathway. This program is offered as **dual enrollment with Central Education Center and West Georgia Technical College**. Classes will be taught at the WGTC campus. Upon completion of this pathway, students will earn an **industry recognized ANSI Certification along with a TCC** from WGTC in Energy Industry Fundamentals. This program **includes internship opportunities** in the energy industry. Coursework prepares students to work in electric, natural gas, nuclear and green technology. Post-secondary opportunities include enrolling in a Technical College, the University System, an US DOL apprenticeship program or start a career at one of the many energy companies in Georgia, the US or around the world.

Section C:

Course Descriptions

AirForceJuniorROTC (Newnan High and Northgate High only)……26, 27
Automotive……27
Aviation…… …28
Business/Marketing/Information Management……28, 29
Communications Technology……29, 30
Construction……30,313
Design Drafting……31
Dramatic Arts……31,32
Education and Teaching……32
English/Language Arts……33-36
Family and Consumer Sciences……36,37
Gifted Program……37
Graphic Communications……37,38
Health and Physical Education……38,39
Health Sciences……39,40
Horticulture……42,43
Information Technology……40,41
Marine Corps Junior ROTC (ECHS only)……41
Mathematics……42-44
Metal Joining/Welding……45
Modern Languages……45, 46
Pre-Engineering……46, 47

AIR FORCE JUNIOR ROTC – *Newnan High & Northgate High*

Each AFJROTC academic course must consist of Aerospace Science (AS) and Leadership Education (LE) components, and unless core credit is being awarded, must also contain a Wellness component. Each non-core credit course must contain a contact time blend of 40 percent AS material, 40 percent LE and 20 percent Wellness instruction. Each AS course listed below will be blended with the appropriate LE and Wellness components and also carry the appropriate course number to differentiate each AFJROTC course (1-9). All students accepted into the AFJROTC unit will be required to wear the uniform at least one day per week as well as participate in close order drill. Waivers to any of the above requirements must be obtained from the Air Force Officer Accession and Training School Curriculum Directorate (AFOATS/CR) or its Junior Reserve Officer Training Corps Directorate (AFOATS/JR) for wellness issues.

LEADERSHIP EDUCATION 100: CITIZEN, CHARACTER, & AIR FORCE TRADITION:
The LE-100 textbook introduces cadets to the Air Force Junior Reserve Officer Training Corps (AFJROTC) program providing a basis for progression through the rest of the AFJROTC program while instilling elements of good citizenship. It contains sections on cadet and Air Force organizational structure; uniform wear; customs, courtesies, and other military traditions; health and wellness; fitness; individual self-control; and citizenship.

LEADERSHIP EDUCATION 200: COMMUNICATION, AWARENESS, AND LEADERSHIP:
Leadership Education 200 stresses communications skills and cadet corps activities. Much information is provided on communicating effectively, understanding groups and teams, preparing for leadership, solving conflicts and problems, and personal development. Written reports and speeches compliment the academic materials.

LEADERSHIP EDUCATION 300: LIFE SKILLS AND CAREER OPPORTUNITIES:
This text will be helpful to students in deciding which path to take after high school. Information on how to apply for admission to college or to a vocational or technical school is included. Information on how to begin the job search is available to students who decide not to go to college or vocational school. Students are informed about real life issues such as understanding contracts, leases, wills, warranties, legal notices, and personal bills. Students will learn about citizen responsibilities such as registering to vote, jury duty, and draft registration. Students will be given information on how to prepare a resume and the importance of good interviewing skills.

LEADERSHIP EDUCATION 400: PRINCIPLES OF MANAGEMENT:
This text is a guide to understanding the fundamentals of management, managing yourself, and others. Emphasis is placed on allowing the student to see himself/herself as a manager. There are four building blocks of leadership considered in this text from the military and civilian perspective. Attention to these four areas will form a strong foundation for a capability to lead others – something that can be very valuable to you for the rest of your life. The four areas are Management Techniques, Management Decisions, Management Functions, and Managing Self and Others.

JROTC AIR FORCE 1: A JOURNEY INTO AVIATION HISTORY:
This is the recommended first course for all new cadets. It is an aviation history course focusing on the development of flight throughout the centuries. It starts with ancient civilizations, then progresses through time to modern day. The emphasis is on civilian and military contributions to aviation; the development, modernization, and transformation of the Air Force; and a brief astronomical and space exploration history. It is interspersed with concise overviews of the principles of flight to include basic aeronautics, aircraft motion and control, flight power, and rockets.

JROTC AIR FORCE 2: THE SCIENCE OF FLIGHT:
This course is designed to acquaint the student with the aerospace environment, the human requirements of flight, principles of aircraft flight, and principles of navigation. The course begins with a discussion of the atmosphere and weather. After developing an understanding of the environment, how that environment affects flight is introduced. Discussions include the forces of lift, drag, thrust, and weight. Students also learn basic navigation including map reading, course plotting, and the effects of wind. The portion on the Human Requirements of Flight is a survey course on human physiology.

JROTC AIR FORCE 3: GLOBAL AND CULTURAL STUDIES I:
Global and Cultural Studies is a multidisciplinary course that introduces students to various regions of the world from a geographic, historical, and cultural perspective. The course provides increased international awareness and insight into foreign affairs that permits a more educated understanding of other cultures and enhanced knowledge of America's interests and role in the world. Geopolitical issues such as terrorism, economics, politics, military issues, religion, environmental concerns, human rights, disease, over population, literacy, the migration of peoples and other cultural issues will be examined. The regional areas included in this course are Europe, the Middle East, and South Asia.

JROTC AIR FORCE 4: EXPLORATIONS: AN INTRODUCTION TO ASTRONOMY:
An Introduction to Astronomy explores the history of astronomy to include prehistoric astronomy, the early ideas of the heavens. The size and shape of the earth are discussed as well as the distance and size of the Sun and Moon. Other topics such as astronomy in the renaissance and Isaac Newton and the Birth of Astrophysics and the growth of astrophysics are discussed. Focus is placed on the Earth as a planet and the Earth's interior; the age of the Earth and Earth's magnetic atmosphere and magnetic field. The Moon is discussed in detail including its description, its structure, and its origin and history, as well as its eclipses and tides. An in-depth study of the Solar System, the terrestrial planets and the outer planets is covered as well.

JROTC AIR FORCE 5: THE EXPLORATION OF SPACE:
The *Exploration of Space* examines our Earth, the Moon and the planets, the latest advances in space technology, and continuing challenges of space and manned spaceflight. Issues that are critical to travel in the upper atmosphere such as orbits and trajectories, unmanned satellites, space probes, guidance and control systems are explained. The manned spaceflight section covers major milestones in the endeavor to land on the Moon, and to safely orbit humans and crafts in space for temporary and prolonged periods. It also covers the development of space stations, the Space Shuttle and its future, and international laws for the use of and travel in space.

JROTC AIR FORCE 6: MANAGEMENT OF THE CADET CORPS:
Senior cadets manage cadet corps activities for the unit (typically their last year of the program). This hands-on experience affords the cadets the opportunity to put the theories of previous leadership courses into practice. All the planning, organizing, coordinating, directing, controlling, and decision-making will be done by the cadets. They practice their communication, decision-making, personal-interaction, managerial, and organizational skills.

JROTC AIR FORCE 7: GLOBAL AND CULTURAL STUDIES II:
Global and Cultural Studies is a multidisciplinary course that introduces students to various regions of the world from a geographic, historical and cultural perspective. The course provides increased international awareness and insight into foreign affairs that permits a more educated understanding of other cultures and enhanced knowledge of America's interests and role in the world. Geopolitical issues such as terrorism, economics, politics, military issues, religion, environmental concerns, human issues such as terrorism, economics, politics, military issues, religion, environmental concerns, human rights, disease, over population, literacy, the migration of peoples and other cultural issues will be examined. The regional areas included in this course are East Asia, Africa, and Latin America.

AFJROTC 8: SURVIVAL: SURVIVE • RETURN:
The *Survival* text is a synthesis of the basic survival information found in Air Force Regulation 64-4 *Survival Training*. The survival instruction will provide training in skills, knowledge, and attitudes necessary to successfully perform fundamental tasks needed for survival. Survival also presents "good to know" information that would be useful in any situation.

AFJROTC 9: AVIATION HONORS GROUND SCHOOL PROGRAM:
This course is the foundation for students interested in receiving a private pilot's license. When the course is completed, the students should be prepared to take and pass the Federal Aviation Administration (FAA) written examination. The *Private Pilot Manual* is the primary source for initial study and review. The text contains complete and concise explanations of the fundamental concepts and ideas that every private pilot needs to know.

AUTOMOTIVE – *CEC only*

AUTOMOTIVE ELECTRICAL/ELECTRONIC SYSTEMS TECHNICIAN:
This program provides students with the knowledge and skills necessary to diagnose, service, and repair basic electrical/electronic systems as an entry-level automotive technician. Topics include automotive batteries, starting systems, charging systems, instrumentation, lighting, and accessories.

AUTOMOTIVE SERVICE TECHNICIAN:
The Automotive Engine Repair Technician certificate provides the student with entry-level skills that include basic shop safety, engine principles of operation, basic engine diagnosis, and basic engine repair. Upon satisfactory completion of this program's curriculum, the student will receive an Automotive Engine Repair Technician certificate.

AUTOMOTIVE HEATING AND AIR CONDITIONING SPECIALIST:
The Automotive Heating and Air Conditioning Technician certificate provides students with skills for entering the automotive industry as entry-level heating and air conditioning technicians. This program includes theory, diagnosis, servicing, and repair of automotive heating and air conditioning systems.

AVIATION – *CEC only*

FUNDEMENTALS OF AEROSPACE:
This course is an introduction to the field of aerospace science that provides an overview of the aerospace industry and an introduction to the physics of flight. Computer light stimulation is used to practice basic flying maneuvers. This course is also the first of a series of three courses that will prepare team members to not only pass the written portion if the FAA Private Pilot's exam but to also introduce the various career paths available to explore in the aerospace industry. To aid in this exploration, many experts from the aerospace industry will be utilized as guest speakers. This class covers: Aviation History, Principles of Flight, Aircraft Types, Aviation Regulations (including Pilot Certification), Basic Aerodynamics, aerospace Life Cycles (engineering/design, manufacturing, operations, and maintenance), Basic Aviation Meteorology, Aviation Technology, Aircraft Performance Prediction, Weight and Balance, Space Flight, Flight Simulation, and Careers in the Aerospace Industry.

FLIGHT OPERATIONS I:
This is the second of a three course sequence designed to prepare team members for the FAA's Private Pilot written examination. This course also benefits anyone wanting a technical career in the field of aviation including: Aircraft Mechanic, Dispatcher, Air Traffic Controller, Aerospace Engineer, etc. This course covers the following topics:

1. Advanced Flight Computer (E6B)
2. Airspace & Airports
3. Pilotage & Dead Reckoning Navigation
4. Radio Communications
5. Flight Planning and Resources
6. Aviation Regulations
7. Aviation Meteorology including forecasts and observations
8. Advanced Flight Simulation

Prerequisite: Fundamentals of Aerospace

FLIGHT OPERATIONS II:
This is the third part of a three course sequence designed to prepare team members for the FAA's Private Pilots written examination, and other career fields in the Aerospace industry. This course also benefits anyone wanting a technical career in the field of aviation including: Aircraft Mechanic, Dispatcher, Air Traffic Controller, Aerospace Engineer, etc. This course covers the following topics:

1. Advanced Aviation Meteorology
2. Advanced Navigation
3. Aviation Physiology
4. Aeronautical Decision Making
5. Human Factors
6. International Flight Planning and Resources

Prerequisite: Flight Operations I

UNMANNED AERIAL SYSTEMS (UAS):
This course is designed to introduce team members to the operation of UAS, global positioning system flight programming, the FAA regulations for UAS, new technologies emerging in UAS, airspace requirements for UAS, aerial photography (still and video), camera integration and the opportunities and job potential in the UAS field.

BUSINESS/MARKETING/INFORMATION MANAGEMENT

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

Please contact your base high school for updates on these new courses that form a pathway.

INTRODUCTION TO BUSINESS AND TECHNOLOGY:
This course focuses on the development of skills required for improved productivity of electronically produced business letters,

reports, memos, newsletters, flyers, brochures, reports, advertising materials, and other publications using a project-based approach. Upon completion of this course, students may take core certification examinations for word processing and desktop software applications.

LEGAL ENVIRONMENT OF BUSINESS:
Business Law is designed to develop a basic knowledge of the legal system and how business law impacts commerce domestically and internationally. Areas of study include sources of the law and structure of the court system; ethics and the law; procedural law and substantive law; contract law, law of sales and consumer law; agency law and employment law; personal property and real property; commercial paper, insurance, secured transactions and bankruptcy; wills and trusts; impact of technology; and environmental law and energy regulation.

ENTREPRENEURSHIP:
Entrepreneurship focuses on recognizing a business opportunity, starting a business based on the recognized opportunity, and operating and maintaining that business. Preparation of a business plan allows students to apply the functional areas of business – accounting, finance, marketing, and management – and the legal and economic environments in which a new venture operates to an idea for a new business venture. School-based enterprises resulting from the study of entrepreneurship give students the opportunity to plan, open, operate and maintain a business as a work-based learning experience. **This course is offered at CEC only.**

FINANCIAL LITERACY:
Using project-based instruction, students are introduced to the foundations of finance and the role finance, credit, savings, investments, and estate planning play in business. Various technological tools will be used to assist in modeling financial decisions. Business partnerships with financial service institutions, guest speakers, field trips, and work-based learning activities can be incorporated in this course.

INTERNATIONAL BUSINESS:
International Business focuses on raising awareness of the interrelatedness of one country's political policies and economic practices on another; learning to improve international business relations through appropriate communication strategies; understanding the global business environment and the interconnectedness of cultural, political, legal, economic, and ethical systems; identifying forms of business ownership and international business opportunities; and exploring basic concepts underlying international finance, management, marketing, and trade relations. This course will assist students in their ability to analyze world economic trends and their impact on business and financial decisions. **This course is offered at CEC only.**

MARKETING PRINCIPLES:
Marketing Principles addresses the ways in which marketing satisfies consumer and organizational needs and wants for products and services. Students develop an understanding of basic marketing concepts and the role of marketing in business. They develop skills in applying economic concepts to marketing, distribution and logistics, marketing information management, product/service planning, pricing mixes, promotional strategies, and personal selling. **This course is offered at CEC only.**

HOSPITALITY & TOURISM MANAGEMENT:
The purpose of this course is to provide students necessary career specific instruction in travel and tourism. Students will learn sales techniques, marketing principles, and entrepreneurship skills necessary to succeed in the travel and tourism industry. **This course is offered at CEC only.**

COMMUNICATIONS TECHNOLOGY

FILM AND TELEVISION PRODUCTION I:
This program seeks to integrate recent trends in the study of mass communications into a class that is appropriate for an advanced level course. It will develop skills in basic theory, practice, and operations of a television studio, the portable camera, and videotape editing. Through problem solving activities, projects, and discussions, knowledge of how video/film affects life and society will be demonstrated.

FILM AND TELEVISION PRODUCTION II:
This program enhances level 1 skills by providing more in-depth and specialized experiences in video and film equipment operation.

This course covers switches, cameras, lighting, audio boards, and tape machines.
Suggested Prerequisite: Film and Television Production I

SCRIPT WRITING: FILM, TELEVISION, AND THEATER I (Dramatic Writing): This course applies skills to culminate in creating and developing dramatic writing for theatrical media with special emphasis on film and television. Includes development of "writerly stance" by reading, viewing, and analyzing text and visual media from a writer's point of view, with a focus on understanding the construction process and including the application of conventions of standard English grammar and usage.
Prerequisite: 9th Grade Literature/Composition & 10 Grade World Literature. Can be taken in lieu of British Literature and counts as 4th ELA credit towards Graduation.

ESSENTIALS OF SOUND RECORDING I:
Students will learn basics of recording technology in a professional studio. In addition, they will gain a basic understanding of signal processing; learn to record instruments and voices with the proper microphones, and how to use ProTools mixing software.

ESSENTIALS OF SOUND RECORDING II:
This is an advanced course in recording engineering and production. Students will advance their knowledge of recording technology, use of MIDI, signal processing, and setting up their own studio at home. They will also advance their knowledge of ProTools mixing software.
Prerequisite: Essentials of Sound Recording I.

FIELD AUDIO RECORDING/LIVE SOUND PRODUCTION
Field Audio Recording/Live Sound Production (FAR/LSP) introduces career options and teaches live sound production and field audio technology fundamentals necessary to pursue a direct-to-industry apprenticeship, certificate program or 4 year college degree with a focus in live sound production, the fastest growing sector in the music industry, and field audio recording for video/film.

3D MODELING AND COMPUTER ANIMATION:
This course has been developed as a result of the identified need for skilled 3D model designers and computer animators. In addition to the widely known use of computer animation in feature films and TV, animators also work in fields such as medicine, law, military applications, manufacturing, industrial applications, and product design. This course has been designed as a continuation of basic skills acquired from introductory drafting, AutoCAD, and graphic arts courses.

WEB PAGE DESIGN:
This course has been designed as a result of the identified need for skilled Web and Internet program administrators. It has been developed as a continuation of basic skills acquired from Programming and graphic arts software applications. Local businesses have identified the skill areas targeted through this course as those needed by business and industry.

CONSTRUCTION- *CEC only*

FUNDAMENTALS OF CONSTRUCTION (Construction I):
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, power 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 suggested prerequisites to specializing in occupational training for carpentry, electrical, HVAC, masonry, sheet metal, plumbing, and welding.

INTRODUCTION TO BUILDING (Construction II):
Introduction to Building 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 specialized building construction occupations. Experiences include an introduction to the basic requirements of each of these fields, the structure and nature of career opportunities, an introduction to the types of training 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.
Suggested Prerequisite: Fundamentals of Construction

CARPENTRY I (Construction III):
This course is designed to allow students to learn framing basics with common and engineering 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 subflooring and sheathing materials.
Suggested Prerequisite: Introduction to Building

RESIDENTIAL CARPENTRY (Construction IV):
This course is designed to allow students to properly identify and use materials and methods for constructing various roof systems and installing various windows and doors. The student will construct gable, hip, and shed roof types, including the installation of related components using basic hand and power tools, framing and speed squares and a calculator. The student will install a pre-hung exterior door and window unit with related components, including a threshold and a lockset.
Suggested Prerequisite: Carpentry I

DESIGN DRAFTING – *CEC only*

ENGINEERING DRAWING I:
In this course, team members will be introduced to drafting from two different aspects. The course begins with basic board drafting, including recognition and use of drafting tools, orthographic and isometric drawings, and quickly advances to CADD (computer aided drafting and design) where students learn to draw using parametric software Pro-Engineer/Wildfire. After completing the first CADD drawing, students are eligible for a free copy of the software – a $4,500 value – to take home and keep. ***Suggested Prerequisites: Algebra I***

ENGINEERING DRAWING II:
This course is an extension of ED I, where you will strengthen your skills, learn new techniques, and have the opportunity to design your own product. ***Suggested Prerequisite: Engineering Drawing I***

ARCHITECTURAL DRAWING AND DESIGN I:
In this course, team members will be introduced to the world of architectural drafting using the Vertex BD drafting program, parametric building design software. Team members will learn the basics of architectural drafting, plus many design elements as they have the opportunity to design and draw their dream house and their client's house. Team members will also have the opportunity to build scaled models of both homes.

ARCHITECTURAL DRAWING AND DESIGN II:
This course is an extension of the Architectural Drafting I class where students will have the opportunity to strengthen what they learned in Architectural Drafting I and expand their knowledge and skill base further through the completion of a complete set of house plans for a client. ***Suggested Prerequisite: Architectural Drawing and Design I***

DRAMATIC ARTS

DRAMATIC ARTS FUNDAMENTALS I:
This course develops and applies performance skills through basic vocal, physical, and emotional exercises, including improvisation and scene study, and related technical art forms. The course is recommended for any student with an above average background in English and a serious interest in theater. **This course is a Suggested Prerequisite for other theater/drama courses.**

DRAMATIC ARTS FUNDAMENTALS II:
This course enhances level-one skills by producing and studying theater in depth with performance opportunities and practical application of related technical art forms.
Suggested Prerequisite: Dramatic Arts/Fundamentals I or approval of instructor
DRAMATIC ARTS FUNDAMENTALS III:
This course enhances level one and two skills by producing and studying children's theater in depth with performance opportunities.
Suggested Prerequisite: Dramatic Arts/Fundamentals II

DRAMATIC ARTS FUNDAMENTALS IV:
This course enhances previous level skills by producing and studying children's theater in depth with performance opportunities.

Suggested Prerequisite: Dramatic Arts/Fundamentals III

THEATRE ARTS/TECHNICAL THEATER I:

Theatre Arts/Technical Theater I introduces technical considerations of play production. This course covers properties, lighting and settings, program, box office, marketing, management, make-up, and costumes.
Suggested Prerequisite: Dramatic Arts/Fundamentals I or approval of instructor

THEATRE ARTS/TECHNICAL THEATER II:
Theatre Arts/Technical Theater II enhances level one skills and introduces aspects of drafting, lighting, sound, properties, costumes, and make-up design. This course offers opportunities to apply skills in these areas.
Suggested Prerequisite: Theatre Arts/Technical Theater I or approval of instructor

THEATRE ARTS/TECHNICAL THEATER III:
Theatre Arts/Technical Theater III enhances level one and two skills and continues aspects of drafting, lighting, sound, properties, costumes, and make-up design. This course offers opportunities to apply skills in these areas.
Suggested Prerequisite: Theatre Arts/Technical Theater II or approval of instructor

THEATRE ARTS/TECHNICAL THEATER IV:
Theatre Arts/Technical Theater IV enhances level one, two, and three skills.
Suggested Prerequisite: Theatre Arts/Technical Theater III or approval of instructor

EDUCATION AND TEACHING

Successful completion of the three course sequence will qualify the student for exemption of a three hour college course in the College of Education at selected Georgia public colleges and universities.

EXAMINING THE TEACHING PROFESSION (formerly Introduction to Teaching):
This course is designed for juniors and seniors who are interested in the field of education. Students must have good averages and excellent attendance. The course engages the students in career exploration in the field of education. The students will examine the teaching profession in order to reflect upon the role of education and teaching in a diverse culture. Students will examine the moral and ethical responsibilities involved in the teaching profession. Mastery of these standards will be accomplished through project-based learning, leadership development through the student organization FGA (Future Georgia Educators), observation, and 60 clock hours of hands-on work experience in elementary and middle school classrooms. **This course is a Prerequisite for all other Education and Teaching courses.**

CONTEMPORARY ISSUES IN EDUCATION (formerly Introduction to Teaching II):
This course is designed for juniors and seniors who are interested in the field of education. Students must have good averages and excellent attendance. The students will investigate, through work-based learning and seminars, the social and political influences upon education in Georgia and throughout the United States. The course engages the candidate in reflection and practice in order to interpret the meaning of education in diverse cultural settings and is accomplished with 120 hours of hands-on experience in a classroom at an elementary or middle school setting. Leadership activities and skills will be developed through participation in the student organization FGA. **This course may be taken in conjunction with Teacher Internship.**
Suggested Prerequisite: Examining the Teaching Profession

TEACHING PRACTICUM (INTERNSHIP):
This course is designed for junior and seniors interested in education. Students must have good averages and excellent attendance. The course allows students the opportunity to complete work-based learning activities that practice the skills acquired through the Prerequisite course work. Students will engage in authentic work-based tasks while demonstrating the academic and career-related skills necessary for the teaching profession. Work will be accomplished at elementary, middle, or secondary school settings. Students are eligible to complete from 120 to 360 hours of hands-on experience. Leadership activities and skills will be developed through participation in the student organization FEA. **This course may be taken in conjunction with Critical and Contemporary Issues in Education.**
Suggested Prerequisite: Examining the Teaching Profession

ENGLISH/LANGUAGE ARTS

The language arts curriculum provides for each student the listening, speaking, reading, and writing skills necessary to function effectively. All English students study vocabulary, sentence and paragraph structure, usage, and mechanics as well as different forms of literature.

The English department is organized on two levels of instruction – general and advanced. These levels are designed to meet different students' needs and goals. The general course is designed for the average student. The advanced level is recommended for the above average student who is highly motivated or is college bound. Guidance from the present English teacher is encouraged in selection of English class level.

Ninth, tenth, eleventh, and twelfth grade English classes (4 units) are required for graduation.

LANGUAGE ARTS: LITERATURE AND COMPOSITION I:
Literature & Composition I is the first course (required) in the sequence of secondary English language arts courses required for graduation. This course develops the integrated skill set that comprises the English language arts discipline to ensure that students are on track to be college and work ready. Literature & Composition I focuses on the interpretation, evaluation, construction, and design of texts across genres and modes in a variety of real-world, academic, and disciplinary contexts while sustaining and building mastery of language applications and discipline-specific practices. This course must utilize the 9-12 standards and 9th grade expectations of Georgia's K-12 English Language Arts (ELA) Standards. Literature & Composition I is a required (r) course for graduation starting in the 2025-26 school year. Only the courses identified below may be used as equivalent substitutions for Literature & Composition I.

LANGUAGE ARTS: LITERATURE AND COMPOSITION I – ADVANCED:
Literature & Composition I – This advanced course engages students in the careful reading and critical analysis of various literary genres, including fiction, poetry, and drama, from diverse historical periods. The primary goal is to deepen students' understanding of how writers use language purposefully to create both meaning and pleasure for their readers. This course also includes a study of literature types including biography and non-fiction, classical heritage, short story, poetry, and drama with emphasis geared toward analysis and both oral and written interpretation. Advanced is a study of grammar and usage to establish a firm foundation in language and writing skills for both expository and creative writing experiences throughout the high school years.

LANGUAGE ARTS: LITERATURE AND COMPOSITION I – GIFTED:
Literature & Composition I – Gifted is an interdisciplinary approach to the study of literature and composition, using the principles of grammar, mechanics, and usage to facilitate skillful writing. Composition types include narration, description, and exposition, with opportunities to explore creative styles such as poetry, fiction, and dramatic scripts. An in-depth study of the genres of literature will emphasize short stories, dramas, novels, poetry, and non-fiction, all within an accelerated, honors-level framework preparing students for higher-level literary studies and college readiness. Critical and creative thinking, problem solving, research and communication skills will be stressed. Vocabulary study and supplementary reading programs will focus on preparation for the verbal section of the PSAT. Participation in writing and speaking competitions may be required.
Suggested Prerequisite: Placement in the gifted program

LANGUAGE ARTS: LITERATURE AND COMPOSITION II:
Literature & Composition II is the second (required) course in the sequence of secondary English language arts courses required for graduation. This course develops the integrated skill set that comprises the English language arts discipline to ensure that students are on track to be college and work ready. Literature & Composition II focuses on the interpretation, evaluation, construction, and design of texts across genres and modes in a variety of real-world, academic, and disciplinary contexts while sustaining and building mastery of language applications and discipline-specific practices. This course must utilize the 9-12 standards and 10th grade expectations of Georgia's K-12 English Language Arts (ELA) Standards. Literature & Composition II is a required (r) course for graduation starting in the 2025-26 school year.
Suggested Prerequisite: Successful completion of Literature & Composition I

LANGUAGE ARTS: LITERATURE AND COMPOSITION II – ADVANCED:
Literature & Composition II – Advanced is an intensive instruction in building expository writing competencies as well as in developing creative writing skills. This course includes a review of grammar and usage as reinforcement for foundation of new skills. It also deepens college readiness by focusing on critical analysis, interpretation, and sophisticated writing about diverse texts, emphasizing complex rhetorical skills, advanced research, source integration, and varied essay types (argumentative, analytical) to build mastery in literary analysis and persuasive communication for college and career readiness. deepens college readiness by focusing on critical analysis, interpretation, and sophisticated writing about diverse texts, emphasizing complex rhetorical skills, advanced research, source integration, and varied essay types (argumentative, analytical) to build mastery in literary analysis and persuasive communication for college and career readiness. Instruction includes an anthology of literature themes and types from

various cultures and time periods: short stories, poems, novels, essays, and dramas. This course aims at improving written expression through responses to the reading. It is designed for the student who is highly motivated to read and then talk and write about the material using already developed construction skills and developing reference skills as support.
Suggested Prerequisite: Successful completion of Literature & Composition I

LANGUAGE ARTS: LITERATURE AND COMPOSITION II – GIFTED:
Literature & Composition II – Gifted is an interdisciplinary approach to the study of literature and composition, using the principles of grammar, mechanics, and usage to facilitate skillful writing. Composition types include narration, description, and exposition, with opportunities to explore creative styles such as poetry, fiction, and dramatic scripts. An in-depth study of the genres of literature will emphasize short stories, dramas, novels, poetry, and non-fiction. Critical and creative thinking, problem solving, research and communication skills will be stressed. Vocabulary study and supplementary reading programs will focus on preparation for the verbal section of the PSAT, preparing students for college-level analysis and composition with challenging, independent work. Participation in writing and speaking competitions may be required.
Suggested Prerequisite: Placement in the gifted program and successful completion of Literature & Composition I

10th or 11th GRADE - LANGUAGE ARTS: ADVANCED PLACEMENT (AP) SEMINAR
AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Students learn to investigate a problem or issue, analyze arguments, compare different perspectives, synthesize information from multiple sources, and work alone and in a group to communicate their ideas.

11th GRADE - LANGUAGE ARTS: AMERICAN LITERATURE/COMPOSITION:
American Literature & Composition provides a comprehensive review of phrases, accurate usage of the parts of speech, punctuation, and capitalization. Through the study of American literature, informational texts, various writing modes and genres, and essential conventions for reading, writing, and speaking, students develop strong communication skills. Students will engage in research, timed writing, and the full writing process. Instruction in language conventions is integrated into reading, writing, and speaking activities. Students also demonstrate understanding of speaking and listening for a range of purposes. Instruction in more complex writing tasks, supported by fluency-building activities, serves as the foundation for continued growth. The course includes a chronological study of American literature from its beginnings through the 20th century, exploring a variety of literary types and cultural developments. Emphasis is placed on independent reading, active class participation, effective study skills, and the ability to comprehend, retain, and respond to texts. Students learn to communicate their understanding with accuracy, clarity, and appropriate support.
Suggested Prerequisite: Successful completion of Literature & Composition II

11th GRADE - LANGUAGE ARTS: AMERICAN LITERATURE/COMPOSITION – ADVANCED:
American Literature & Composition - Advanced - This course provides college-level analysis of American literary works, focusing on critical reading, rhetorical strategies, and sophisticated writing (argumentative, expository, analytical essays) to interpret themes, style, and structure, culminating in strong research and writing skills for complex texts includes numerous drills, exercises, reviews, and classroom activities to improve written expression through a comprehensive study of sentence construction. It includes timed exercises measuring knowledge of grammar, punctuation, capitalization, usage, and sentence construction patterned after standardized tests. This course is designed for the student who has mastered grammar and rhetoric and who is highly motivated to write well. It also includes a chronological study of the growth of American literature dealing with literature types from the beginning of American history and literature through the 20th century. The course aims at developing stronger discipline in presenting thoughts in an organized and systematic way. This course is for those students who are obtaining a high school diploma with a college preparatory endorsement.
Suggested Prerequisite: Successful completion of Literature & Composition II

11th GRADE - LANGUAGE ARTS: AMERICAN LITERATURE/COMPOSITION – GIFTED:
This course is an interdisciplinary approach to the study of literature and composition, using the principles of grammar, mechanics, and usage to facilitate skillful writing. Composition types include narration, description, and exposition, with opportunities to explore creative styles such as poetry, fiction, and dramatic scripts. An in-depth study of the genres of literature will emphasize short stories, dramas, novels, poetry, and non-fiction. Critical and creative thinking, problem solving, research and communication skills will be stressed. Vocabulary study and supplementary reading programs will focus on preparation for the verbal section of the PSAT. Participation in writing and speaking competitions may be required.
Suggested Prerequisite: Placement in the gifted program and successful completion of Literature & Composition II

11th GRADE - LANGUAGE ARTS: ADVANCED PLACEMENT (AP) LANGUAGE/COMPOSITION (Two Terms):
This course conforms to the College Board recommendations for the Advanced Placement Language and Composition Examination. It emphasizes critical thinking, reading, and writing through the study and discussion of expository analytical and argumentative essays. It stresses the connection between reading and writing mature prose. Instruction focuses on analyzing and writing evidence-based arguments from nonfiction texts, exploring rhetorical situations, audience, purpose, and style, preparing students for

college writing through reading complex prose, synthesizing research, and composing persuasive, analytical essays, often structured across two semesters to build skills progressively. Students will receive credit for Advanced 11th Grade American Literature & Composition for 1st semester and AP Language 2nd semester.
Suggested Prerequisite: Successful completion of Literature & Composition II

12th GRADE - LANGUAGE ARTS: ENGLISH LITERATURE/COMPOSITION:
This course is a review of all phrases and accurate uses of the parts of speech, punctuation, and capitalization with emphasis on composition problems, such as the problem of the word, the sentence, the paragraph, and the longer composition. It also includes a chronological study of the growth of English literature dealing with literature types from the beginning of English history and literature through the 20th century. Students routinely engage in the integrated and recursive literacy practices that ground, shape, and inform their interpretations and constructions of texts that apply their grammar conventions, vocabulary, context, structure and style, techniques, research and analysis, and periods and movements understandings. This course focuses on independent reading, classroom participation, efficient study skills, comprehending and remembering written materials, and responding to the literature with accurate usage, construction, and support. This course must utilize the 9-12 standards and appropriate grade-level expectations of Georgia's K-12 English Language Arts (ELA) Standards.
Suggested Prerequisite: Successful completion of Literature & Composition II

12th GRADE - LANGUAGE ARTS: ENGLISH LITERATURE/COMPOSITION – ADVANCED:
This course offers a broad perspective on communication skills and attitudes developed in analysis, in research, and in writing. It reinforces the skills needed in many fields of business or college writing. This course is designed for the student who has mastered the skills of usage and mechanics and the principles of effective writing and who is highly motivated to display a variety of projects for practicing specific skills. It also includes a chronological study of the growth of English literature dealing with literature types from the beginning of English history and literature through the 20th century. The course focuses on the on-going reading and writing process of the motivated reader who is eager to use communication skills to develop the ability to respond to literature in various ways, such as summarizing, interpreting, evaluating, analyzing, and reporting. This course is designed for those students who are obtaining a high school diploma with a college preparatory endorsement.
Suggested Prerequisite: Successful completion of Literature & Composition II

12th GRADE - LANGUAGE ARTS: ADVANCED PLACEMENT (AP) LITERATURE/COMPOSITION:
This course conforms to the College Board recommendation for the Advanced Placement Literature and Composition Examination. It covers the study and practice of writing and the study of literature. The course stresses modes of discourse assumptions underlying rhetorical strategies, connotation, metaphor, irony, syntax, and tone. It emphasizes writing critical analyses of literature and includes essays in exposition and argument, poetry, drama, prose fiction, and expository literature. Students will receive credit for Advanced English Lit/Composition 1st semester and AP Literature 2nd semester.

DRAMATIC WRITING, FILM, TELEVISION, AND THEATRE I:
Dramatic Writing, Film, Television, and Theatre I applies and refines students' skills as they create and develop dramatic writing for theatrical media, with a special emphasis on film and television. Students cultivate a "writerly stance" by reading, viewing, and analyzing texts and visual media from a writer's point of view, focusing on understanding the construction of narrative and the application of standard English grammar and usage. Students learn the essential elements of dramatic storytelling, including structure, character development, conflict, and theme. Throughout the semester, they apply these concepts in crafting scripts for film, television, and theatre.
Suggested Prerequisite: Successful completion of *Literature & Composition II*. Teacher recommendation. *This course meets the fourth English Language Arts core requirement and a Fine Arts elective.

LANGUAGE ARTS: LITERATURE AND COMPOSITION REP (Remedial Education Program)
Literature & Composition REP - This course strengthens the foundational reading, writing, speaking, and listening skills using the core state standards, focusing on literary analysis (themes, structure, genre) and developing varied writing (narrative, expository, persuasive) with strong grammar, all within a supportive environment for students needing credit recovery or targeted support, often with smaller class sizes or push-in models to ensure mastery before high-stakes testing.

COLLEGE & CAREER READINESS ENGLISH:
College and Career Readiness English is a high school course designed to strengthen students' skills in reading, writing, speaking, and critical thinking to ensure success in postsecondary education and the workforce. Aligned to Georgia's K-12 English Language Arts (ELA) Standards, the course emphasizes real-world applications of English language arts through the analysis of complex texts, development of argumentative and informational writing, and effective communication strategies. Students will engage in collaborative discussions, research projects, and digital literacy activities that prepare them for college-level expectations and career pathways.

READING ENRICHMENT:
This course will provide developmental, literature-based activities for students having difficulty attaining language arts skills at grade level. It will further the development of language skills and stimulate greater interest in reading. Emphasis is on vocabulary development, reading and listening comprehension and the writing process. Skills in this course should prepare students for mastering language arts objectives as well as strengthen the reading skills necessary for the science, social studies, and math. Ninth grade students reading below grade level may be required to take this course.

ORAL/WRITTEN COMMUNICATION (SPEECH):
Open to students in grades 9-12, the speech course is designed to provide extended activities for students who want to improve their verbal skills. Oral communication in the class will center on class presentations of activities such as introductions, class discussions, interviews, and simple public speaking situations. The course focuses on critical thinking, organizing ideas, researching counter viewpoints, and communicating appropriately for different audiences and purposes. Written communication in the class will center on resume writing, applications, office messages, and newsletters. All interpersonal skills in oral and written communication will be stressed.

WRITER'S WORKSHOP:
Writer's Workshop provides opportunities to improve writing proficiency with emphasis on fluency, control, and style. This creative writing course in which students are taught to compose original poetry, short stories, plays, personal narratives, formal and informal essays, critical reviews, humorous prose, and dramatic scripts for TV, radio, and cinema. The class will be taught primarily through discussions, small group activities, and individualized writing assignments. Local authors will be invited to speak to the class, and students will visit the homes/museums of Georgia writers.
No Suggested Prerequisite required.

COMMUNICATION SKILLS I:
This course will focus on the acquisition of social and instructional language across the four language domains. **This is an approved ESOL course.**

COMMUNICATION SKILLS II:
This course is an expansion of Communication Skills I with the inclusion of some content language, particularly the discipline of English/Language Arts. This course is approached with emphasis upon proficiency regarding the communication of information, ideas and concepts necessary for academic success in the content area of language arts. **This is an approved ESOL course.**

READING AND LEARNING IN THE CONTENT AREAS:
Students will be taught a variety of strategies for learning from text and classroom activities in content area classes. Students will learn how and when to apply specific strategies can become more effective in their learning. The course will use a wide variety of strategies that emphasize various learning techniques relevant to various content areas. **This is an approved ESOL course.**

ORAL COMMUNICATIONS IN THE CONTENT AREAS:
This course supports and enhances listening and speaking skills in the content areas. This is an approved ESOL course.

WRITING IN THE CONTENT AREAS:
This course focuses on writing across the standards of English/Language Arts, science, mathematics, and social studies. The domains of reading, listening and speaking are integral to the writing process, both actively and critically. ***This is an approved ESOL course.***

JOURNALISM I (Approval of advisor required. Submit application.):
Journalism I focuses on an introduction to journalistic writing through an analysis of newspapers, yearbooks, literary magazines, and broadcast journalism. A concentration on the following components of journalistic writing may include, but is not limited to, the interview process; evaluating sources; purpose, structure, and diction in writing; and training in the various technology used in publishing. Students should participate in news gathering through work on the staff of the yearbook, newspaper, or magazine. The curriculum includes basic principles of journalism and, depending on the publication, may include interview skills, basic writing techniques (news features, sports, poetry, short stories, essays, yearbook copy), photography, art illustrations, cartoons, graphics, and advertising. This course is open to grades 10-12.
No Suggested Prerequisite required

JOURNALISM/YEARBOOK I:

JOURNALISM II (Approval of advisor required):
Journalism II offers an advanced study of journalistic writing. This course is for students in their second year on the staff of the yearbook, newspaper, or literary magazine. The curriculum includes more advanced principles of journalism. Content varies according to the publication but may include photojournalism, darkroom skills, advanced writing techniques, editing, makeup and

design, ad sales and design, production, and leadership. This course is open to grades 11-12.
Suggested Prerequisite: Journalism I

JOURNALISM / YEARBOOK II:

JOURNALISM III (Approval of advisor required):
Journalism III is an extension of Journalism I and II. Students in their third year of journalism will provide leadership for the staff of the yearbook, newspaper, or literary magazine. In addition to extending the curriculum of Journalism I and II, students will study extensive journalistic writing, art, graphics, and photojournalism skills, production and design, advanced copy reading and editing, and public relations techniques. This course is open only to seniors.
Suggested Prerequisite: Journalism II

JOURNALISM/YEARBOOK III:

JOURNALISM IV (Approval of advisor required):
Journalism IV is designed for students who have mastered skills in Journalism III. Students in this course further refine level-three skills. The range of opportunities to apply skills is broadened.

JOURNALISM/YEARBOOK IV

:

FAMILY AND CONSUMER SCIENCES

- **Food, Nutrition and Wellness**
- **Food for Life**
- **Food Science**

Please contact your base high school for updates on these new courses that form a pathway.

EARLY CHILDHOOD EDUCATION I:
This course prepares students for employment in early childhood education and services. The course also provides a foundation for advanced study leading to postsecondary education and careers in related fields. The course addresses early childhood care and education, and development issues that include guiding the physical, cognitive, creative, social, emotional, and moral development of children. This course of study includes planning and guiding developmentally appropriate practices for working with young children, including career paths, principles and theories of child development, the creation of a developmentally appropriate learning environment, collaborative relationships and guidance, lesson planning, and appropriate response to cultural diversity and students with special needs. Mastery of standards through project based learning, technical skills practice, and leadership development activities of the career and technical student organizations will provide students with a competitive edge for either entry into the education global marketplace and/or the post-secondary institution of their choice to continue their education and training.

EARLY CHILDHOOD EDUCATION II:
Early Childhood Education II is the second course in the Early Childhood Care and Education pathway and further prepares the student for employment in early childhood care and education services. The course provides a history of education, licensing and accreditation requirements, and foundations of basic observation practices and applications. Early childhood care, education, and development issues are also addressed and include health, safety, and nutrition education; certification in CPR/First Aid/Fire Safety; information about child abuse and neglect; symptoms and prevention of major childhood illnesses and diseases; and prevention and control of communicable illnesses.

FOUNDATIONS OF INTERIOR DESIGN:
Interior Design includes classroom instruction and laboratory experience. It is designed to prepare students to understand the influences affecting the interior design industry today, and to become aware of the array of career opportunities in the field. Areas of study include world of interior design; social, psychological, and economic influences; trends and issues; elements of design; and interior design principles.

INTERIOR DESIGN FURNISHINGS:
This course includes classroom instruction and hands-on laboratory performance of the fundamentals of design as applied to room composition. Areas of study include space and traffic patterns, color theory, drawing for interior design, and blueprint reading.
Suggested Prerequisite: Foundations of Interior Design

FOOD, NUTRITION, AND WELLNESS:
Food, Nutrition, and Wellness is an essential course in understanding nutritional needs and food choices for optimal health of individuals across the lifespan. Interrelationships with wellness are explored. This course leads to the advanced nutrition pathway

and develops a knowledge base and the skills necessary to select among alternatives in the marketplace, with an emphasis on nutrient content, the development of chronic diseases, and food safety.

FOOD FOR LIFE:
Food for Life is an advanced course in food and nutrition that addresses the variation in nutritional needs at specific stages of the human life cycle: lactation, infancy, childhood, adolescence, and adulthood including elderly. The most common nutritional concerns, their relationship to food choices and health status and strategies to enhance well-being at each stage of the lifecycle are emphasized. This course provides knowledge for real life and offers students a pathway into dietetics, consumer foods, and nutrition science careers with additional education at the post-secondary level.

FOOD SCIENCE:
Food science integrates many branches of science and relies on the application of the rapid advance in technology to expand and improve the food supply. Students will evaluate the effects of processing, preparation and storage on the quality, safety, wholesomeness, and nutritive value of foods. Building on information learned in Nutrition and Wellness and Chemistry, this course illustrates scientific principles in an applied context, exposing students to the wonders of the scientific world. Careers will be explored. ***This course can serve as the fourth science for graduation.***

BASIC CULINARY:
This course prepares students for employment in a wide spectrum of food industry careers, including (but not limited to) food production and services, food science, dietetics, nutrition, hospitality, and tourism. The course of study includes the development of skills in such areas as career planning, food safety and sanitation, accident and injury prevention, kitchen basics, operating and maintaining commercial utensils and equipment, preparation of commercial food items, the art of service, controlling costs, food management functions, and customer relations. **This course is offered only at CEC as part of the West Georgia Tech Certificate.**

ADVANCED CULINARY:
Professional Foods II enhances level-one competencies by providing a broader exposure to the food and hospitality industry, including tourism and lodging as it relates to food. Class experiences build on previous instruction in such areas of study as food safety and sanitation procedures, internal and external customer service and guest relations, food preparation, dietary guidelines and nutritional values, menu planning and design, purchasing and inventory control, cost analysis, business management and marketing strategies, and lodging and tourism. In addition to classroom and laboratory work, the student will complete a maximum of 200 hours of work-based learning. At the end of the year, the student must pass a final examination to fulfill the balance of the requirements for receiving the National ProStart Certificate. **This course is offered only at CEC as part of the West Georgia Tech Certificate. Required Prerequisite: Basic Culinary**

GIFTED

The *REACH* Program for Gifted Students, Grades 1-12

Gifted services are available for students who test into the program and who meet the system's criteria for continuation. For additional information, contact the designated teacher of the gifted in your school.

GRAPHIC COMMUNICATIONS

It is recommended that students take INTRODUCTION TO BUSINESS &TECHNOLOGY prior to taking Graphic Communications courses.

INTRODUCTION TO GRAPHICS AND DESIGN:
The goal of this course is to provide all students with an introduction to the principles of graphic communications and design and its place in the world. This course should also help students to use computers effectively in their lives, thus providing a foundation for successfully integrating their own interests and careers with the resources of a technological society. In this course, high school students can acquire a fundamental understanding of the graphic communications and design world. They can learn the theories behind creating aesthetically pleasing designs and how to work with consumers. Exposure to career possibilities and discussion of ethical issues relating to graphic communications and design should also be important threads in this course.

GRAPHIC DESIGN AND PRODUCTION:
This course focuses on the procedures commonly used in the graphic communication and design industries. Students will gain experience in creative problem solving and the practical implementation of those solutions across multiple areas of graphic communications.

GRAPHIC OUTPUT PROCESSES:
Students will become familiar with the many ways images are created either physically or electronically by delineating through description the differences between the various output processes and describe how each process creates or transfers an image. Students will describe how an image transitions through to a finished product and will participate in its development.

ADVANCED GRAPHIC DESIGN:
Students will continue to explore the principles of design and layout procedures as they relate to graphic design. Content will cover electronic systems and software programs used in graphic design, page composition, image conversion, and digital printing. Knowledge and skills in digital design and imaging will be enhanced through experiences that simulate the graphic design industry and school-based and work-based learning opportunities.

INTRODUCTION TO DIGITAL MEDIA: This course introduces basic components of 2-D and 3D animation in motion graphics for the film/video industry. **Required Prerequisite: Introduction to Graphic and Design.**

HEALTH AND PHYSICAL EDUCATION

PERSONAL FITNESS:
This course is a graduation requirement taken in conjunction with health and provides instruction in methods to attain a healthy level of physical fitness. This course covers how to develop a lifetime fitness program based on a personal fitness assessment and stresses strength, muscular endurance, flexibility, body composition and cardiovascular endurance.

HEALTH:
This course is a graduation requirement taken in conjunction with personal fitness and explores the mental, physical, and social aspects of life and how each contributes to total health and well-being. Health emphasizes safety, nutrition, mental health, substance abuse prevention, disease prevention, environmental health, family life education, health careers, consumer health, and community health. Health includes nutrition, fad diets, weight control, stress management, adherence strategies and consumer information, promotes self-awareness and responsibility for fitness. The Alcohol and Drug Awareness Program (ADAP) as well as CPR and AED (Automated External Defibrillator) instruction are also provided during this course.

DRIVER EDUCATION:
Driver Education focuses on developing safe driving habits and stresses prevention of accidents and injuries. CPR and basic first aid techniques are also taught. This course offers beginning drivers 15 years of age or older a minimum of 30 hours of classroom instruction and six hours behind the wheel. It stresses defensive-driving skills and refining perceptual and critical thinking skills for safe driving. According to state law, parents will still be responsible for an additional 20 hours of supervised behind-the-wheel driving instruction that includes 6 hours of night-time driving before a driver's license is issued. Students must have proof of insurance AND a learner's permit by the first day of class to take this course.

GENERAL PHYSICAL EDUCATION I:
This course focuses on any combination or variety of team sports, lifetime sports, track and field events, outdoor education experiences, rhythmic/dance, recreational games, and gymnastics. The course provides basic methods to attain a healthy and active lifestyle.

GENERAL PHYSICAL EDUCATION II:
This course enhances level-one skills in any different combination or variety of team sports, lifetime sports, track and field events, outdoor education experiences, rhythmic/dance, recreational games, and gymnastics. The course further promotes methods to attain a healthy and active lifestyle.

GENERAL PHYSICAL EDUCATION III:
This course enhances level-two skills in any different combination or variety of team sports, lifetime sports, track and field events, outdoor education experiences, rhythmic/dance, recreational games, and gymnastics. The course further promotes methods to attain healthy and active lifestyles.

GENERAL PHYSICAL EDUCATION IV:
This course enhances level-three skills in any different combination or variety of team sports, lifetime sports, track and field events, outdoor education experiences, rhythmic/dance, recreational games, and gymnastics. The course further promotes methods to attain healthy and active lifestyles.

AEROBIC DANCE:
This course provides opportunities to perform choreographic routines to music and to increase strength, cardiovascular and muscular

endurance and flexibility. The course includes fitness concepts for developing healthy lifetime habits.

ADVANCED AEROBIC DANCE:
Advanced Aerobic Dance enhances strength, cardiovascular endurance, flexibility, coordination and muscular endurance through aerobic dance. This course emphasizes self-management and adherence strategies.
WEIGHT TRAINING:
This course introduces weight training, emphasizing strength development training and proper lifting techniques. The course includes fitness concepts for developing healthy lifetime habits.

PHYSICAL CONDITIONING:
Physical Conditioning provides opportunities to participate in a variety of activities to enhance flexibility, muscular strength and endurance, cardiovascular endurance and body composition.

ADVANCED PHYSICAL CONDITIONING:
Advanced Physical Conditioning enhances cardiovascular endurance, flexibility, muscular strength and endurance and body composition. This course emphasizes self-management and adherence strategies.

ADVANCED WEIGHT TRAINING:
Advanced Weight Training increases strength and cardiovascular fitness through an individualized weight-training program. This course emphasizes self-management and adherence strategies.

BODY SCULPTING:
Body Sculpting provides methods to redefine body shape through specific exercises. This course covers weight training, conditioning exercises and proper nutrition to improve muscle tone, muscle definition, posture, body proportions, overall condition of the body, and how to increase energy levels. The course is based on the American College of Sports Medicine guidelines for fitness and conditioning programs.

ADVANCED BODY SCULPTING:
Advanced Body Sculpting enhances level-one skills. This course is based on the American College of Sports Medicine guidelines for fitness and conditioning programs.

PRINCIPLES OF ATHLETIC TRAINING:
This course introduces techniques to prevent, recognize, evaluate, manage, treat, and rehabilitate athletic injuries.

INTRODUCTION TO TEAM SPORTS I:
This course introduces fundamental skills, strategies and rules associated with team sports such as basketball, volleyball, soccer, softball, ultimate Frisbee, team handball, and flag football.

INTERMEDIATE TEAM SPORTS II:
This course continues exploration of sports learned in Introductory Team Sports.

HEALTH SCIENCES – *CEC only*

INTRODUCTION TO HEALTHCARE SCIENCE:
Students' units of study include anatomy and physiology, vital signs, careers, medical terminology, first aid, and hands-on skills practiced in a simulated hospital setting.

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.
Required Prerequisite: Introduction to Healthcare.

HEALTHCARE EXPLORERS:
Our goal is to introduce high school team members (students) to various healthcare and healthcare science-related career choices. This course is ideal for high school team members who are unsure about which healthcare science-related career choice is best for them. Piedmont Newnan Hospital serves as a host for the Explorer program. Weekly seminars are presented from various hospital

departments and an overview of the presenter's career, education, and salary benefits are discussed. Students are also required to complete 50 volunteer hours and a portfolio.

FIRST RESPONDER:
This is a one-semester course. Students begin Emergency Medical Services' First Responder units of study with cardiovascular and respiratory emergencies, medical ethical and legal issues, stress management's Critical Incident Stress Debriefing and advance performance in behavioral emergencies, obstetrics, hazardous operations, and triages. Students apply skills learned in math, science, communication arts, and social studies classes. Computer literacy and applications appropriate to health care are implemented in this class. The student learns a basic knowledge of Microsoft Excel and use of email for the purpose of creating and maintaining timesheets. The student has the opportunity for First Responder Certification with the National Registry and the American Red Cross, as well as learning vital signs and medical terminology. Articulation with West Georgia Tech College from Basic EMT is planned. The students may take the National Registry Examination, and Job Shadow with local EMS Systems.

MUSIC IN MEDICINE: **Video**
Music in Medicine is a course designed to teach students how to use music to better their lives and the lives of others through relaxation, stimulation, concentration, exercise, and coping skills. Students will use technology, including I-Tunes to pick and choose music and Garage Band to create their own music and they will begin to develop a Virtual Music Library that includes music for age, culture, genre, and various other patient needs. Students will learn how to work on a team with other medical professionals and integrate music into a patient/client routine. No previous music or healthcare experience is necessary to take this course.

NURSE AIDE:
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. Program graduates will be administered competency testing for Certified Nurse Assistant (CNA) in the State of Georgia. Upon employment in various health settings, the graduate works under the direct supervision of a licensed nurse. Students must be at least 17 years old to take this course. **This course is offered only at CEC as part of the West Georgia Tech Certificate.**

BASIC DENTAL ASSISTING:
This program provides the student with the knowledge, skills and techniques to meet the occupational needs of the dental community. Career opportunities include: infection control coordinators and dental hygiene assistants. **This course is offered only at CEC as part of the West Georgia Tech Certificate.**

ADVANCED DENTAL ASSISTING:
This program provides the student with the knowledge, skills and techniques to meet the occupational needs of the dental community. The student must complete a minimum of 290 clock hours of didactic/laboratory/ clinical courses in dental assisting. Graduates may be employed as chair side assistants in general dentistry, pediatric dentistry, orthodontics, endodontics, oral surgery, periodontics, and prosthodontics. Other career opportunities include: insurance coordinators, infection control coordinators, appointment control coordinators, dental office assistants, and dental hygiene assistants. Students must complete the Basic Dental Assisting program successfully prior to enrolling in the advanced program. Students must be at least 17 years old to take this course.
Required Prerequisite: Basic Dental Assisting **This course is offered only at CEC as part of the West Georgia Tech Certificate.**

INFORMATION TECHNOLOGY – *CEC only*

INTRODUCTION TO DIGITAL TECHNOLOGY:
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. Introduction to Digital Technology is the prerequisite course for higher level Information Technology courses.

EMBEDDED COMPUTING:
This course focuses on the interaction of programming and devices, using data from various sensors and sources in order to make decisions, take actions, and more. A common industry term to describe this work is Internet of Things. Students will show first-hand how programming and machines interact to accomplish common and essential tasks throughout our society.

INTRODUCTION TO CYBERSECURITY:

This course is to provide students the basic concepts and terminology of cybersecurity. This course examines how the concept of security integrates into the importance of user involvement, security training, ethics, trust, and application of cybersecurity practices and devices.

ADVANCED CYBERSECURITY:
This course examines how the concept of security integrates into the importance of user involvement, security training, ethics, trust, and the application of cybersecurity practices and devices.

BEGINNING PROGRAMMING (JAVA):
This course will provide an introduction to the concepts found in computer programming, including loops, object-oriented coding, logic, and decision-making. The Java language will be used to demonstrate the techniques used in programming today. This is a hands-on class that will require the students to create original code and programs to complete class projects. Portfolios will be built of the student's work. **Recommended: Coordinate Algebra or higher Math**

ADVANCED PROGRAMMING:
The course is designed for high school students to strategize, design, and develop games and mobile and desktop applications that can be produced in the real world. Students will learn about life-cycles of project development and use models to develop applications. Attention will be placed on how user interfaces affect the usability and effectiveness of a game or an application. Programming constructs will be employed which will allow students' applications to interact with "real world" stimuli. The course exposes students to privacy, legality, and security considerations with regards to the software industry.

GAME DEVELOPMENT SPECIALIST:
This certificate is designed to prepare students to work as entry-level game developers. The student will be able to design and implement a game. Emphasis will be placed on development for the PC platform.

FUNDAMENTALS OF AEROSPACE:
This course is the foundation course for both the Aircraft Support and Flight Operations Pathways. Students will build a solid knowledge base in the history of aviation, the principles of flight and navigation, the aerospace community, and aviation meteorology. Classroom and laboratory activities assure a thorough understanding of the aviation environment. The course will help students make an informed pathway decision upon completion. Leadership development activities through the Civil Air Patrol (CAP), the Experimental Aircraft Association (EAA) and industry mentorship will prepare students with a competitive edge for the global marketplace.

FLIGHT OPERATIONS II (AVIATION/NAVIGATION AND COMMUNICATION):
Navigation and communication are essential to the safe operation of aircraft within the airspace system. This course provides a foundation that enables the student to apply the basics of aircraft navigation and utilize efficient communication methods for safe aircraft operations.

FLIGHT OPERATIONS III (AVIATION METEOROLOGY):
In this course, atmospheric dynamics and concepts are addressed to build a meteorological foundation that will enable students to understand environmental variables that create and change the earth's weather. Meteorological techniques will be used in analyzing, charting, and forecasting weather patterns, and students will apply learned skills to the aeronautical needs and procedures of the air transportation industry.

MARINE CORPS JUNIOR ROTC - East Coweta High

Up to four years credit may be earned for Marine Corps JROTC or Leadership Education. Applicants are screened for acceptance into the JROTC Marine Unit. All students accepted will be required to wear the uniform at least one day a week and conduct physical training.

JROTC MARINES I:
Leadership Education I is an introductory course that provides a foundation for subsequent instruction. Emphasis is placed on self-discipline, study habits, leadership styles, oral and written communication, health, physical fitness and basic military skills.

JROTC MARINES II:
Leadership Education II builds on the instruction provided the first year. Cadets begin to function in leadership roles, planning and teaching other students, and experience expanded leadership responsibilities.
JROTC MARINES III:
Leadership Education III enhances level two skills and covers methods to improve leadership, communications, and other military

skills. This course introduces career and vocational options.

JROTC MARINES IV:

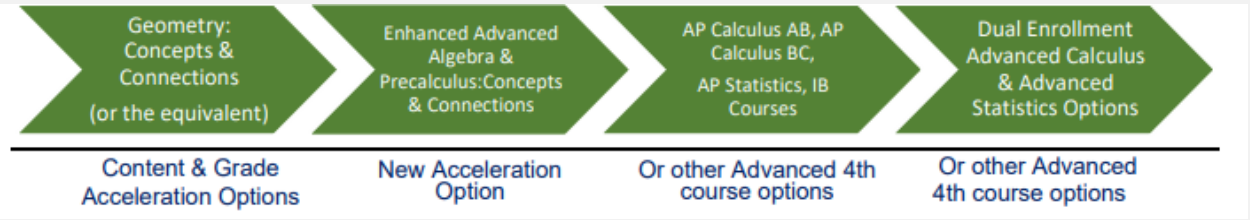
Leadership Education IV emphasizes leadership skills in actual situations. This course includes teaching of younger cadets, supervision, and managerial and decision-making skills. Continuing educational options and in-depth study of selected topics is emphasized.

JROTC MARINE V: JROTC MARINE VI: JROTC MARINE VII:

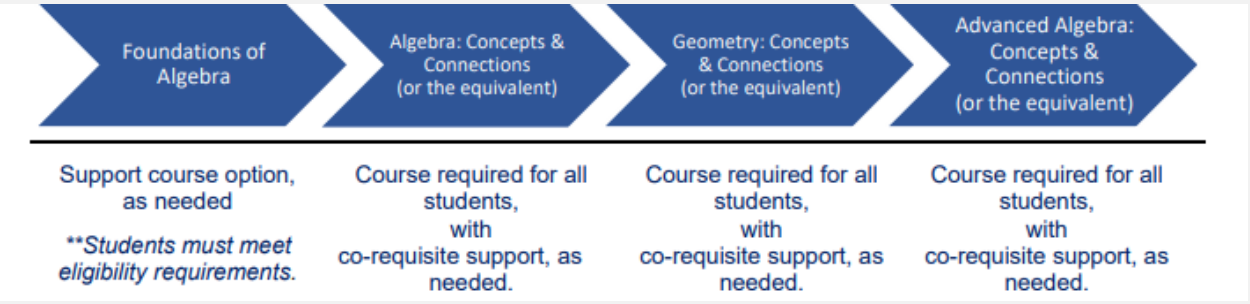
MATHEMATICS

Course Sequence

High School Acceleration



High School Supports



Algebra: Concepts & Connections:

(Prerequisite: Successful completion of 8th grade math and teacher recommendation)

Algebra: Concepts & Connections: Instructional time should regularly incorporate the 8 Mathematical Practices, the Framework for Statistical Reasoning, and the Mathematical Modeling Framework through four big ideas of content: (1) numerical reasoning, (2) functional & graphical reasoning, (3) patterning and algebraic reasoning, and (4) geometric and spatial reasoning. This course is designed as the first course in a three-course series. Students will apply their algebraic and geometric reasoning skills to make sense of problems involving algebra, geometry, bivariate data, and statistics. This course focuses on algebraic, quantitative, geometric, graphical, and statistical reasoning. In this course, students will continue to enhance their algebraic reasoning skills when analyzing and applying a deep understanding of linear functions, sums and products of rational and irrational numbers, systems of linear inequalities, distance, midpoint, slope, area, perimeter, nonlinear equations and functions, quadratic expressions, equations and functions, exponential expressions, equations, and functions, and statistical reasoning. The identified prerequisite for this course is Grade 8 Mathematics.

Algebra: Concepts & Connections : Instructional time should regularly incorporate the 8 Mathematical Practices, the Framework for Statistical Reasoning, and the Mathematical Modeling Framework through four big ideas of content: (1) numerical reasoning, (2) functional & graphical reasoning, (3) patterning and algebraic reasoning, and (4) geometric and spatial reasoning. This course is designed as the first course in a three-course series. Students will apply their algebraic and geometric reasoning skills to make sense of problems involving algebra, geometry, bivariate data, and statistics. This course focuses on algebraic, quantitative, geometric, graphical, and statistical reasoning. In this course, students will continue to enhance their algebraic reasoning skills when analyzing

and applying a deep understanding of linear functions, sums and products of rational and irrational numbers, systems of linear inequalities, distance, midpoint, slope, area, perimeter, nonlinear equations and functions, quadratic expressions, equations and functions, exponential expressions, equations, and functions, and statistical reasoning. The identified prerequisite for this course is Grade 8 Mathematics.

Geometry: Concepts & Connections: Instructional time should regularly incorporate the 8 Mathematical Practices, the Framework for Statistical Reasoning, and the Mathematical Modeling Framework through four big ideas of content: (1) numerical reasoning, (2) functional & graphical reasoning, (3) patterning and algebraic reasoning, and (4) geometric and spatial reasoning. This course is designed as the second course in a three-course series. Students will apply their algebraic and geometric reasoning skills to make sense of problems involving geometry, trigonometry, algebra, probability, and statistics. This course enhances students' geometric, algebraic, graphical, and probabilistic reasoning skills. Students will apply their algebraic and geometric reasoning skills to make sense of problems involving geometry, trigonometry, algebra, probability, and statistics. Students will continue to enhance their analytical geometry and reasoning skills when analyzing and applying a deep understanding of polynomial expressions, proofs, constructions, rigid motions and transformations, similarity, congruence, circles, right triangle trigonometry, geometric measurement, and conditional probability. The identified Prerequisite for this course is Algebra: Concepts & Connections.

Geometry: Concepts & Connections: Instructional time should regularly incorporate the 8 Mathematical Practices, the Framework for Statistical Reasoning, and the Mathematical Modeling Framework through four big ideas of content: (1) numerical reasoning, (2) functional & graphical reasoning, (3) patterning and algebraic reasoning, and (4) geometric and spatial reasoning. This course is designed as the second course in a three-course series. Students will apply their algebraic and geometric reasoning skills to make sense of problems involving geometry, trigonometry, algebra, probability, and statistics. This course enhances students' geometric, algebraic, graphical, and probabilistic reasoning skills. Students will apply their algebraic and geometric reasoning skills to make sense of problems involving geometry, trigonometry, algebra, probability, and statistics. Students will continue to enhance their analytical geometry and reasoning skills when analyzing and applying a deep understanding of polynomial expressions, proofs, constructions, rigid motions and transformations, similarity, congruence, circles, right triangle trigonometry, geometric measurement, and conditional probability. The identified Prerequisite for this course is Algebra: Concepts & Connections.

-

Advanced Algebra: Concepts & Connections: 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. High school course content standards are listed by big ideas including Data and Statistical Reasoning, Probabilistic Reasoning, Functional and Graphical Reasoning, Patterning and Algebraic Reasoning, and Geometry Patterning and Spatial Reasoning. This course is designed as the third course in a three-course series. This course enhances students' geometric, algebraic, graphical, and probabilistic reasoning skills. Students will apply their algebraic and geometric reasoning skills to make sense of problems involving geometry, trigonometry, algebra, probability, and statistics. Students will continue to enhance their analytical geometry and reasoning skills when analyzing and applying a deep understanding of polynomial expressions, proofs, constructions, rigid motions and transformations, similarity, congruence, circles, right triangle trigonometry, geometric measurement, and conditional probability. The identified Prerequisite for this course is Geometry: Concepts & Connections.

Enhanced Advanced Algebra & Precalculus is a thoughtful blend of Advanced Algebra: Concepts & Connections and Precalculus. Students will be provided the opportunity to develop a deep understanding of concepts in Algebra that are critical to the study of Calculus as well as an understanding of trigonometry and its applications. This course enhances students' geometric, algebraic, graphical, and probabilistic reasoning skills. Students will apply their algebraic and geometric reasoning skills to make sense of problems involving geometry, trigonometry, algebra, probability, and statistics. Students will continue to enhance their analytical geometry and reasoning skills when analyzing and applying a deep understanding of polynomial expressions, proofs, constructions, rigid motions and transformations, similarity, congruence, circles, right triangle trigonometry, geometric measurement, and conditional probability. Throughout the course there should be a focus on notational fluency and the use of multiple representations. The course includes the study and analysis of piecewise and rational functions; limits and continuity as related to piecewise and rational functions; sequences and series with the incorporation of convergence and divergence; conic sections as implicitly defined curves; the six trigonometric functions and their inverses; applications of trigonometry such as modeling periodic phenomena, modeling with vectors and parametric equations, solving oblique triangles in contextual situations, graphing in the Polar Plane; solutions of trigonometric equations in a variety of contexts; and the manipulation and application of trigonometric identities. Topics should be analyzed in multiple ways, to include verbal and written, numerical, algebraic, and graphical presentations. Instruction and assessment should include the appropriate use of technology. Concepts should be introduced and investigated, where appropriate, in the context of realistic phenomena. The identified Prerequisite for this course is Geometry: Concepts & Connections.

4th Course Options:

Precalculus: The course provides students with the opportunity to develop a deeper understanding of concepts in Algebra that are critical to the study of Calculus as well as an understanding of trigonometry and its applications. Throughout the course there should be a focus on notational fluency and the use of multiple representations. The course includes the study and analysis of piecewise and rational functions; limits and continuity as related to piecewise and rational functions; sequences and series with the incorporation of convergence and divergence; conic sections as implicitly defined curves; the six trigonometric functions and their inverses; applications of trigonometry such as modeling periodic phenomena, modeling with vectors and parametric equations, solving oblique triangles in contextual situations, graphing in the Polar Plane; solutions of trigonometric equations in a variety of contexts; and the manipulation and application of trigonometric identities. Topics should be analyzed in multiple ways, to include verbal and written, numerical, algebraic, and graphical presentations. Instruction and assessment should include the appropriate use of technology. Concepts should be introduced and investigated, where appropriate, in the context of realistic phenomena. The identified Prerequisite for this course is Advanced Algebra: Concepts & Connections

College Readiness Mathematics Capstone Course (CRM) : 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 Advanced Algebra (or the equivalent) for non-STEM majors, so the course will meet the needs of collegebound seniors who will not pursue STEM fields. The focus of this course is on key content and practice standards to ensure that students will be ready for post-secondary academic courses and career preparation in non-STEM fields. The course will revisit and expand the understanding of content standards introduced in earlier mathematics courses and will emphasize numeracy, algebra and functions, geometry, and statistics in a variety of contexts. Instruction and assessment should include the appropriate use of manipulatives and technology. Mathematics concepts 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 experiences. The Standards for Mathematical Practice will provide the foundation for instruction and assessment. The content standards selected are essential for post-secondary preparation in non-STEM study. Students will be expected to complete a mandatory capstone project where they select one of the areas listed in the standard to identify a problem and use mathematical modeling to address it. The identified prerequisite for this course is Advanced Algebra: Concepts & Connections.

AP Statistics

AP Statistics is a course in the Advanced Placement (AP) Program developed by the College Board. AP Statistics is designed to be the secondary school equivalent, upon taking the Advanced Placement Examination, to a one-semester, introductory, non-calculus based, college course in statistics. Its purpose is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. AP Statistics has four themes: exploring data, planning a study, anticipating patterns, and statistical inference. Students enrolled in this course are expected to take the Advanced Placement examination in May. ***Prerequisite: Successful completion of Precalculus or Advanced Precalculus; may require approval of instructor.***

AP Calculus AB/BC

AP Calculus AB and AP Calculus BC are courses in the Advanced Placement (AP) Program developed by the College Board. This course includes properties of functions and graphs, limits and continuity, differential and integral calculus, and vector functions, parametric equations, conversions, parametrically defined curves, tangent lines, and sequences and series. As different colleges have different criteria for placement and for calculus credit, it is suggested that the student make inquiries at their colleges of interest to determine the score necessary for credit and for placement. Students enrolled in this course are expected to take the Advanced Placement examination in Ma***Foundations of Algebra is a first-year high school mathematics option for students who have completed mathematics in grades 6-8 yet will need substantial support to bolster success in high school mathematics. Students must meet eligibility criteria to enroll in this sequence of courses.** ***Prerequisite: Successful completion of Advanced Precalculus; may require approval of instructor.***

AP Precalculus: The course content is organized into units of study that provide a suggested sequence for the course. These units comprise the content and conceptual understandings that colleges and universities typically expect students to master to qualify for college credit and/or placement. Polynomial and Rational Functions, Exponential and Logarithmic Functions, Trigonometric and Polar Functions,

Functions Involving Parameters, Vectors, and Matrices. The identified Prerequisite for this course is Advanced Algebra: Concepts & Connections

METAL JOINING/WELDING at CEC only (WGTC Course)

BASIC TUNGSTEN ARC WELDING:
The Gas Tungsten Arc Welder certificate program provides basic training in gas tungsten metal arc welding applications. The training is designed for those students who seek entry-level employment in the welding field. Instruction includes theory and practical application on basic welding functions. Courses include basic cutting and gas tungsten arc welding.

GAS METAL ARC WELDING:
The Gas Metal Arc Welder Fabricator program prepares students for careers in gas metal arc welding.

FLAT SHIELD METAL ARC WELDING:
The Flat Shielded Metal Arc Welder Fabricator program prepares students for careers in flat shielded metal arc welding.

BASIC SHIELD METAL ARC FABRICATOR:
This certificate program prepares students for careers in shielded metal arc welding.

PIPE WELDING:
The Pipe Welder certificate program provides instruction in the specialized field of pipe welding. A good understanding and skill base is essential for the completion of this program. Topics include advanced gas tungsten arc welding practices, fabrication practices, and pipe welding techniques.

MODERN LANGUAGES

Level I is designed for underclassmen who have at least an 80 average in regular English grammar.
Others should improve their first language skills before beginning a foreign language.

FRENCH I:
This course introduces the French language emphasizing listening, speaking, reading and writing skills. French I covers 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 culture.

FRENCH II:
French II enhances level one skills in French and provides further opportunities to develop listening, speaking, reading, and writing skills. This course 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 culture.
Suggested Prerequisite: French I

FRENCH III:
This course enhances level two skills in French and provides further opportunities to increase listening, speaking, reading, and writing skills. French III provides continued practice in previous topics, introduces new topics, and offers further opportunities to increase understanding of French culture.
Suggested Prerequisite: French II

FRENCH IV:
This course enhances level three skills in French and provides further opportunities to increase listening, speaking, reading, and writing skills. French IV provides continued language development through exploration of familiar and unfamiliar topics and provides opportunities to develop a broader and more extensive understanding of French culture.
Suggested Prerequisite: French III

FRENCH V:

This course includes a variety of activities designed to increase students' abilities in the four communication skills: listening, reading, writing, and speaking. Grammar will be reviewed using an AP textbook. Students are encouraged to take a placement test at their chosen college to determine college placement and credit.
Suggested Prerequisite: French IV

AP FRENCH LANGUAGE (TWO TERMS):
This course can be taken after the completion of French III. It covers the equivalent of a third-year college course in Advanced French Composition and Conversation. It encompasses oral skills, reading comprehension, grammar, composition, and intensive vocabulary building. Student must use French exclusively in the classroom. The course seeks to develop language skills that can be applied to various disciplines to create depth of fluency. All students will receive preparation to take the AP Language exam.
Suggested Prerequisite: French III

SPANISH I:
Spanish I introduces the Spanish language emphasizing listening, speaking, reading, and writing skills. This course covers how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics, and to develop an understanding of Spanish culture.

SPANISH II:
Spanish II enhances level one skills in Spanish and provides opportunities to develop listening, speaking, reading, and writing skills. This course provides continued practice in how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to increase understanding of Spanish culture.
Suggested Prerequisite: Spanish I

SPANISH III:
Spanish III enhances level two skills in Spanish and provides further opportunities to develop listening, speaking, reading, and writing skills. This course provides continued practice in previous topics, introduces new topics, and offers further opportunities to increase understanding of Spanish culture.
Suggested Prerequisite: Spanish II

SPANISH IV:
Spanish IV enhances level three skills in Spanish and provides further opportunities to increase listening, speaking, reading, and writing skills. This course provides continued language development through exploration of familiar and unfamiliar topics and provides opportunities for a broader and more extensive understanding of Spanish culture.
Suggested Prerequisite: Spanish III

SPANISH V:
Spanish V enhances level four skills in Spanish and provides further opportunities to increase listening, speaking, reading, and writing skills. This course provides continued practice in previous topics, and offers further opportunities to increase understanding of Spanish culture.
Suggested Prerequisite: Spanish IV

SPANISH VI:
Spanish VI enhances level five skills in Spanish and provides further opportunities to increase listening, speaking, reading, and writing skills. This course provides continued practice in previous topics, and offers further opportunities to increase understanding of Spanish culture.
Suggested Prerequisite: Spanish V

AP SPANISH LANGUAGE (TWO TERMS):
This course can be taken after the completion of Spanish III. It covers the equivalent of a third-year college course in Advanced Spanish Composition and Conversation. It enCOMPASSes oral skills, reading comprehension, grammar, composition, and intensive vocabulary building. Students must use Spanish exclusively in the classroom. The course seeks to develop language skills that can be applied to various disciplines to create depth of fluency. All students will receive preparation to take the AP Language exam.
Suggested Prerequisite: Spanish III

PRE-ENGINEERING at CEC only

PRE-ENGINEERING/MANUFACTURING I:
In this course, team members will have the opportunity to study engineering from a manufacturing aspect, including a hands-on learning experience in Design, Quality Control, Electricity & Electronics, Mechanical Systems, Manufacturing Processes or

Automation & Materials Handling. Team members will also be participating in a "real-world" team oriented engineering project in addition to in-class activities involving careers, problem solving, how products are produced, and industry related terminology.

PRE-ENGINEERING/MANUFACTURING II:
This course is an extension of the first course. Pre-Engineering/Manufacturing I is a Required Prerequisite for Pre-Engineering/ Manufacturing II.

ROBOTICS I:
In this course, students will have the opportunity to study robotics from the historical perspective to present day applications. They will spend the vast amount of their time conducting hands-on assignments centering on robotic design, construction, and programming. The robots will be designed to perform certain predetermined tasks. Team members will participate in class discussions, read related articles, and learn workplace readiness skills (such as teamwork, planning, public speaking, presentation, and thinking outside of the box) that will be essential for tomorrow's workforce. Guest speakers and field trips will be incorporated into the overall course experience. Students will have the opportunity to participate in extra-curricular robotic competitions such as BEST Robotics and First VEX Robotics.

ROBOTICS II:
This course is the next level of the Robotics program where team members will continue to learn about designing, constructing, and programming robots to perform a specific task.
Required Prerequisite: Robotics I

FUNDAMENTALS OF COMPETITIVE RACING 1:
Students will work in teams, using a $1/10^{th}$ scale electronic radio controlled car. Car team members will explore the STEM (Science, Technology, Engineering, and Math) behind one of America's most popular sports…NASCAR. Team members will certify in three key aspects of racing engineering: Problem Solving, Driving thru Data, and Mechanical Systems. Certifying team members will then specialize in roles that contribute to the team's performance. Team members will learn how systems operate and how to organize.

SCIENCE

ANIMAL SCIENCE AND BIOTECHNOLOGY
This course is designed to introduce students to the scientific principles that underline the breeding and husbandry of agricultural animals, and the production, processing, and distribution of agricultural animal products. This course introduces scientific principles applied to the animal industry; covers reproduction, production technology, processing, and distribution of agricultural animal products. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities. **This course is taught at CEC only.**

BIOLOGY I:
Biology is a course designed for the average student. Major topics of study will include an exploration of all aspects of life including animals, plants, microscopic organisms, and the relationships, groups, structures, patterns, and characteristics of each.

BIOLOGY I– ADVANCED:
Advanced Biology is a course designed for the above average students with a strong interest or aptitude in science and/or math. Major topics of study will include all aspects of life listed under general biology. In addition, other topics including genetics, evolutionary theory, and ecology will also be covered. This course is strongly recommended for college bound math/science majors.

ADVANCED PLACEMENT (AP) BIOLOGY - (MUST TAKE BOTH TERMS):
This course parallels a college freshman biology course and, depending on the student's score on the College Board AP Exam at the end of the year, could count as college credit (check with the college you plan to attend). Emphasis will be on molecular and cellular biology and organismal and population biology.
Suggested Prerequisites: Successful completion Advanced Biology and Chemistry

CHEMISTRY:
This course identifies many properties of matter and the changes that take place during interactions of electrons. The behavior of the atom will be studied in terms of oxidation, ions, and combining capacities.
Suggested Prerequisite: Successful completion of Biology and Geometry (co-requisite)

CHEMISTRY – ADVANCED:
This is a course designed to cover general chemistry in greater depth. This course is designed for the above average student with a strong interest or aptitude in science and/or math.
Suggested Prerequisite: Successful completion of Advanced Biology, Advanced Geometry (co-requisite)

CHEMISTRY II:
Chemistry II is an in-depth look at chemistry from a non-abstract point of view. This course is designed to help the student gain an understanding and appreciation for the chemical world. This course uses concepts learned in first-year chemistry and applies them in studying minerals, polymers, energy, agriculture, food, cosmetics, and drugs. Emphasis on principles of Organic Chemistry will be placed on topics covered.
Suggested Prerequisite: Successful completion of Chemistry or Advanced Chemistry

ADVANCED PLACEMENT (AP) CHEMISTRY - (MUST TAKE BOTH TERMS):
The course is designed to elaborate on concepts from chemistry and to pursue topics included in college chemistry courses.
Suggested Prerequisites: Successful completion of Advanced Chemistry and Advanced Geometry

STEM CHEMISTRY:
STEM Chemistry utilizes an integrated, project based approach to the Georgia Performance Standards in Chemistry. This course is offered as part of each high school's STEM program and is taken in conjunction with other STEM courses dependent on each school's approach to STEM.

PHYSICAL SCIENCE:
This study will center on the classification, structure, and various changes representative of matter and energy. The course also deals with the major physical laws of the universe. The interrelationships between matter and energy will be demonstrated in many of the various laboratory activities. **This course <u>may</u> <u>not</u> be taken after the completion of Physics.**

PHYSICS I:
This course is designed to study the physical nature of the universe and the interrelationships between matter and energy. Topics studied include measurement of time and space, wave motion and optics, mechanics, electricity and electromagnetism, and the nature of matter.
Suggested Prerequisites: Successful completion of Geometry (co-requisite)

PHYSICS I - ADVANCED:
This course is designed for a more in-depth mathematical study of physics for the above average student with a strong interest or aptitude in science and/or math.
Suggested Prerequisites: Successful completion of Advanced Chemistry and Advanced Pre-Calculus (co-requisite)

ADVANCED PLACEMENT (AP) PHYSICS C: MECHANICS:
The AP Physics C: Mechanics course is a single semester, second-year physics course designed to provide students with a richer experience in the process of science. This course provides instruction in kinematics; Newton's laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Upon completion of this course, students are prepared but not required to take the AP Physics C: Mechanics test. ***Suggested Prerequisites: Pre-Calculus***

AP Physics 1:
AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. The course may serve as an introduction to physics for students with high levels of understanding of Algebra and a basic understanding of Trigonometry.
Prerequisites: Successful completion of Advanced Chemistry and Advanced Algebra II (co-requisite)

AP Physics 2:
AP Physics 2 is an algebra-based, college-level physics course equivalent to a second semester of algebra-based college physics. The course explores topics such as Thermodynamics, fluids, electrostatics, DC and RC circuits, magnetism, optics, quantum physics, and atomic and nuclear physics. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills.
Prerequisites: Successful completion of AP Physics 1 and Pre-Calculus (co-requisite)
The math courses listed as prerequisites may be taken concurrently with both classes.

STEM PHYSICS:
STEM Physics utilizes an integrated, project based approach to the Georgia Performance Standards in Physics. This course is offered as part of each high school's STEM program and is taken in conjunction with other STEM courses dependent on each school's approach to STEM.

ADVANCED STEM INTERNSHIP:
The Coweta County Advanced STEM Internship is an opportunity for 12th grade students to participate in a high level science, technology, engineering, or mathematics experience in a real world setting. Students who are accepted into the program will be placed

with a business or government agency within the community working side by side with experienced experts in a lab or in the field. Interns will work directly with state of the art technology. Students must have reliable transportation in order to participate. This course satisfies the 4th science requirements for both the GA DOE and the Board of Regents.

ASTRONOMY:
This is a general survey course in astronomy that will acquaint the student with the history and development of our knowledge of the universe. The student will learn about current research in the field and will become acquainted with the newest developments in all fields of astronomy. ***Suggested Prerequisites: Successful completion of Biology***

BOTANY:
This course is an in-depth study of the plant kingdom including algae, fungi, mosses, ferns, gymnosperms, flowering plants, and related minor phyla such as club mosses and liverworts. Several plant collections as well as identifications will be required. ***Suggested Prerequisites: Successful completion of Biology***

EARTH SYSTEMS:
Earth Systems Science is designed to continue student investigations that began in K-8 Earth Science and Life Science curricula and investigate the connections among Earth's systems through Earth history. These systems – the atmosphere, hydrosphere, geosphere, and biosphere – interact through time to produce the Earth's landscapes, ecology, and resources. This course develops the explanations of phenomena fundamental to the sciences of geology and physical geography, including the early history of the Earth, plate tectonics, landform evolution, the Earth's geologic record, weather and climate, and the history of life on Earth. ***Suggested Prerequisites: Successful completion of Biology***

ENVIRONMENTAL SCIENCE:
This class integrates the study of many components of our environment, including the human impact on our planet. This curriculum is extensively performance, lab, and field based. Chemistry, physics, mathematical, and technological concepts are integrated throughout the course.
Suggested Prerequisites: Successful completion of Biology, Chemistry or Physical Science, Geometry

ADVANCED PLACEMENT (AP) ENVIRONMENTAL SCIENCE:
This course is a single semester course designed to provide students with the scientific principles, concepts, and methodologies required to understand the inter-relationships of the natural world, to identify and analyze environmental problems both natural and man-mad, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Upon successful completion of this course, students are prepared but not required to take the AP Environmental Science test.
Suggested Prerequisite: Two years of strong academic performance in science classes

FORENSIC SCIENCE:
The Forensic Science curriculum is designed to build upon science concepts and to apply science to the investigation of crime scenes. Students will learn the scientific protocols for analyzing a crime scene, how to use chemical and physical separation methods to isolate and identify materials, how to analyze biological evidence and the criminal use of tools, including impressions from firearms, tool marks, arson, and explosive evidence.
Suggested Prerequisite: Successful completion of Biology, Physical Science or Chemistry

HUMAN ANATOMY AND PHYSIOLOGY - ADVANCED:
This is a science course designed for college bound students and for those interested in a career in the medical profession. Major topics of discussion will revolve around the structures, functions, and diseases of the human body. Each organ system of the body will be studied in detail.
Suggested Prerequisite: Successful completion of Biology or Advanced Biology

METEOROLOGY:
Students will learn that Earth is a dynamic system and Earth's atmosphere is a result of processes that took millions of years. The learner then takes this knowledge of the composition and characteristics of Earth's atmosphere, and transfers it to delve into the factors that can cause short term and long term changes in Earth's atmospheric conditions. Students will learn that the Earth is an interacting system of both energy and matter. To understand the interaction, students must build on prior knowledge of matter and the factors that affect its behavior.
Suggested Prerequisites: Successful completion of Biology

ZOOLOGY-ADVANCED:
Zoology is an in-depth study of the various organisms in the animal kingdom. This study includes all of the major invertebrate phyla,

along with vertebrates. Study will cover classification, anatomy, development, behavior, and ecological relationships. ***Suggested Prerequisites: Successful completion of Biology***

SOCIAL STUDIES

All students are required to take American Government/Civics, Economics, World History, and U.S. History for graduation. The recommended sequence is American Government/Civics in the 9th grade, World History in the 10th grade, U.S. History in the 11th grade, and Economics in the 12th grade.

AMERICAN GOVERNMENT/CIVICS:
This course is an in-depth study of the American political systems, and focuses on the foundation, principles, and structure of the American system of government. Students will examine the role of political parties, social factors as they relate to the role of the citizen, and analyze the decision-making process that is a part of the system of American political behavior. **This course meets a Social Studies requirement for graduation.**

AMERICAN GOVERNMENT/CIVICS – ADVANCED:
This course is an in-depth study of the American political systems, and focuses on the foundation, principles, and structure of the American system of government. Students will examine the role of political parties, social factors as they relate to the role of the citizen, and analyze the decision-making process that is a part of the system of American political behavior. Additional readings will enhance the curriculum. **This course meets a Social Studies requirement for graduation.**

AMERICAN GOVERNMENT/CIVICS – GIFTED:
Emphasis for this in-depth study of the American political systems that focuses on the foundation, principles, and structure of the American system of government will be placed on critical and creative thinking, problem solving, research, and communication skills. Students will examine the role of political parties and social factors as they relate to the role of the citizen, and analyze the decision-making process that is a part of the system of American political behavior. This social studies content will form the basis of an extended vocabulary/reading program to help prepare students for success on standardized tests that are used for college admission. Participation in History Day, the Social Science Fair, or other social studies related competitions might be required. **This course meets a Social Studies requirement for graduation.** ***Suggested Prerequisite: Placement in the gifted program***

AP COMPARATIVE GOVERNMENT:
This course covers a body of knowledge equivalent to that which a student is expected to master in an introductory college course in Comparative Politics or Political Science. It will give the student a good basic understanding of the world's diverse political structures and practices, and will encompass the study of both specific countries and of general concepts used to interpret the key political relationships found in virtually all national politics.
Suggested Prerequisite: Government

AP GOVERNMENT/POLITICS (ONE TERM):
This course includes constitutional underpinnings of democracy, political parties and interest groups, the Congress, the presidency, the bureaucracy and the federal courts, institutions and policy processes, and civil liberties and civil rights. Major emphasis is placed on the ability to understand, analyze, and interpret primary sources, other key documents, periodical reviews, the sources of public authority and political power, society and politics, citizen and state, and political change. Five countries form the core of the class: France, Great Britain, China, Russia/the former Soviet Union, and one of the following: India, Mexico, or Nigeria.
Suggested Prerequisite: U.S. History Junior or Senior

WORLD HISTORY:
World History is a course that requires research and outside readings. World History is a general chronological survey of the interaction of people and cultures spanning prehistoric to modern times. **This course is also taught at CEC.**

WORLD HISTORY – ADVANCED:
Advanced World History is a course on the study of man from pre-history to modern times. Through chronological framework of political, diplomatic, military, economic, and social developments, the student will gain basic essential facts required for understanding current world events. Research, outside readings, and critical thinking skills will be emphasized. ***Required Prerequisite: This course must be taken before taking AP European History***

WORLD HISTORY – GIFTED:
Gifted World History is a course on the chronology of man from pre-history to modern times. It features in-depth studies of certain time periods and required research projects for competitions. A required reading list will also be issued. Thinking skills, research/reference, and communication skills will be stressed. History Day Contest participation is required.

Suggested Prerequisite: Placement in the gifted program

U.S. HISTORY:
U.S. History is a study of America's basic precepts and ideologies through a chronological survey of America's political, military, economic, and social developments. This course is designed and recommended for the average student who is involved in the general curriculum for graduation. Limited research and intense study of the Constitution will be included. **This course is also taught at CEC.**

U.S. HISTORY – ADVANCED:
Advanced U.S. History is a course that studies the growth of the United States and its democratic ideals. Through a study of the Constitution, the student will gain an insight into the rights and responsibilities of American life in the past as well as today. Through a chronological framework of political, diplomatic, military, economic, and social developments, the student will gain the basic essential facts needed for life in America today. ***Required Prerequisite: This course must be taken before taking AP U.S. History***

ADVANCED PLACEMENT (AP) U.S. HISTORY:
This course is designed for students who wish to gain college credit while in high school. The major emphasis of this course is to prepare students to perform well on the AP examination in history. The course is open-ended, discussion-oriented and covers many of the basic questions and problems of the development of American History, socially, economically, and diplomatically. The class will emphasize essay construction, conceptual analysis and evaluation of student-prepared, notated bibliographies, and research examinations. Extensive outside reading and individual research is required. Students will receive credit for Advanced U.S. History 1st term and AP U.S. History 2nd term. ***Required Prerequisite: Advanced U.S. History must be taken before taking AP U.S. History***

AP EUROPEAN HISTORY:
This course is designed to cover the basic chronology of events and trends in European history from approximately 1450 to the present. Extensive writing is required. College credit may be earned through an AP exam. Students will receive credit for Advanced World History 1st term and AP European History 2nd term. ***Required Prerequisite: Advanced World History must be taken before taking AP U.S. History***

AP HUMAN GEOGRAPHY:
This course emphasizes the importance of geography as a field of inquiry and briefly discusses the emergence of academic geography in nineteenth-century Europe. The course introduces students to the importance of spatial organization – the location of places, people, and events, and the connections among places and landscapes – in the understanding of human life on Earth.

PERSONAL FINANCE and ECONOMICS:
Economics is the study of the nation's economic system with comparison to other economic systems. Emphasis will be placed on Gross National Product (GNP), supply and demand, monetary policy, scarcity, and market structure. This course may require students to enter the History Day Contest. Economics will be taught to seniors for a full term and will allow for more instruction in the concepts of microeconomics and macroeconomics as well as some instruction in personal finance. This course is required for graduation. **It is also taught at CEC.**

PERSONAL FINANCE and ECONOMICS – ADVANCED:
Economics is the study of the nation's economic system with comparison to other economic systems. Emphasis will be placed on scarcity, supply and demand, Gross National Product, monetary and fiscal policy, and market structures. Economics will be taught to seniors for a full term and will allow for more instruction in concepts of microeconomics and macroeconomics as well as some instruction in personal finance. Students will be required to conduct outside readings, research, and writing projects that demonstrate the ability to analyze critically and make decisions concerning public issues in a college preparatory environment.

AP MICROECONOMICS:
This is a one-semester college level introductory course in Economics. Participation, study and guided review will prepare the student to take an AP Exam administered by the College Board.

CURRENT ISSUES:
This is a course of study that covers contemporary political, social, and economics issues. Students will develop an understanding and the ability to explain and discuss contemporary issues.

MODERN U.S. MILITARY HISTORY (THE VIETNAM WAR:)
This course is a history elective for 11th and 12th grade students that have completed world history and/or U.S. History. It is a 1-unit course meeting daily for 90 minutes for 1 term. This conflict, one of the most divisive wars and time periods in our country's history, is still hotly debated and discussed by individuals and leaders in government even today. What lessons did we learn from the Vietnam War that can be applied to our world today? This class will be based on a highly successful program in Wake County, North Carolina, that uses a

"Community in the Classroom" approach to this topic.

EARLY U.S. MILITARY HISTORY (WORLD WAR II:)
This course is a history elective for 11th and 12th grade students interested in advancing their US and World History knowledge with more detail than is covered in the survey classes. This global conflict, one of the most, if not *the* most decisive and important events in world history is still discussed and analyzed by individuals and governments even today. This course discusses the lessons that were learned from World War II that can be applied to the world today.

PSYCHOLOGY:
Psychology is a course that emphasizes development of the human from infancy to adulthood and how behavior can be modified through conditioning and reinforcement. Outside readings may be required.

SOCIOLOGY:
Sociology is a study of human relationships and their causes and consequences. This includes comparing American culture with other cultures, both past and present. Outside readings may be required.

AP PSYCHOLOGY (ONE TERM):
AP Psychology conforms to College Board topics for the Advanced Placement Introductory Psychology Examination. This course covers methods, approaches and history of psychology as a science, biological basis of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, developmental psychology, personality, testing and individual differences, abnormal psychology, treatment of psychological disorders and social psychology.

HUMANITIES:
Humanities is a fine arts/social science survey course designed for the college bound student. Subjects include mythology, world religions, philosophy, art, music, and drama. This course is recommended for seniors only. The course counts as a CPC elective.

THE INDIVIDUAL AND THE LAW:
Law Education is designed to introduce the student to the basic concepts of law in the areas of constitutional, statutory, criminal, and civil justice. The student is encouraged to take this course as a Junior or Senior who needs an academic elective. Also, mock trial participants are strongly encouraged to take this class.

VISUAL ARTS

Visual Arts courses are Fine Arts electives. A student does not necessarily have to be talented to register. These courses are primarily lab courses whereby students create art while learning about human expression, culture, aesthetics, problem solving, and visual art techniques.

VISUAL ARTS I:
Visual Arts I is a Suggested Prerequisite for all other art courses. This course introduces art history, art criticism, aesthetic judgment, and studio production. This class is designed to give students experiences in all phases of art. Drawing, painting, pottery, lettering, design, and printmaking are introduced.

VISUAL ARTS/APPLIED DESIGN:
This course covers the rudiments of commercial art. Poster design, package design, logo design, calligraphy, product design and airbrush are included. Fine art printmaking is introduced. Linoleum block and dry point methods are covered. This course incorporates sculpture and pottery. Students use clay, wood, plaster, and other media. Additive, subtractive, constructive, and modeling techniques are covered.
Suggested Prerequisite: Visual Arts I

INTRODUCTION TO THE BUSINESS OF THE ARTS:
This course offers instruction in the profit and non-profit business aspects of theatre, music, dance, and fine arts necessary to pursue a career in the arts. Marketing, promotion, retail, financing, intellectual property law, entrepreneurship, basic business models, possibility thinking, and future directions will be discussed. Potential semester projects: PowerPoint presentations, legal case studies, Webcasting, marketing plan, sole proprietor business plan. There will be guest speakers from the industry and possible field trips to arts organizations and venues. **This course is offered at CEC only.**

INTERNSHIPS AND EXTERNSHIPS IN THE ARTS:
This course offers development of jobs skills in fine arts, music, dance, and theatre. Time management, organizational skills, self-assessment, interpersonal communication skills, conflict resolution, ethics, interview techniques, résumé creation, self-promotion materials, understanding personal vs. professional issues in the marketplace. There will be a weekly classroom seminar, and on-site

work experience. A handbook will be provided. This course is limited to Juniors and Seniors. **This course is offered at CEC only.**

DRAWING I:
This course is the basis for all other studio art courses. Linear perspective, figure drawing, portrait drawing, landscape, and still life are included. Pencil, colored pencil, charcoal, chalk, ink, marker, and other dry media are used. Students draw from life, references, and imagination. Drawing three-dimensional objects on a two-dimensional surface is the main objective of this course. Composition skills and developing drawing techniques are strengthened. Assignments require more thought and imagination. Choices with regard to size and dry medium used are left to students. Students are encouraged to compete in contests and exhibits.
Suggested Prerequisite: Visual Arts I

DRAWING II:
This course enhances level-one skills in technique and provides further exploration of drawing media. It reinforces basic drawing skills and critical analysis skills for responding to master drawings of different historical styles and periods. This course examines solutions to drawing problems through student drawings and those of other artists.
Suggested Prerequisite: Drawing I

PAINTING:
Students begin technical study by using pastel chalk, watercolor, acrylic, and oil media. Personal expression as an artist is stressed. This course also includes color composition, technical skills, and applicable art history. Work includes stretching and priming of the individual canvases and in-depth effort in various media.
Suggested Prerequisite: Visual Arts I and Drawing

PHOTOGRAPHY I:
This course introduces photography as an art form. It covers the historical development of photography and photographic design and its cultural influences. This course emphasizes the basics of exposing and processing photographs and introduces 35mm film and/or digital photographic techniques. The course stresses appropriate processing techniques and safe use of photographic materials and equipment.
Suggested Prerequisite: Visual Arts I; may require approval of instructor

PHOTOGRAPHY II:
Photography II enhances level one skills and provides opportunities to apply design techniques through digital and/or 35mm film photography. This course introduces image editing software, studio lighting, and darkroom techniques while continuing to emphasize proper camera operation and composition. Students evaluate photographic works through the lens of art criticism.
Suggested Prerequisite: Photography I

PHOTOGRAPHY III:
Photography III enhances level two skills and provides further opportunities to apply advanced photographic design techniques through digital and/or 35mm film photography. This course continues the study of studio lighting, editing, and darkroom processes and stresses evaluation of photographic works through art criticism.
Suggested Prerequisite: Photography II

Ceramics I:
Pottery I introduces the characteristics of clay and design in clay using various techniques of construction and decoration. This course emphasizes hand building and introduces other forming techniques, surface decoration, and glaze applications. The course covers styles of ceramic works from Western and non-Western cultures.
Suggested Prerequisite: Visual Arts I

Ceramics II:
Pottery II enhances level one skills and provides opportunities to apply design techniques in clay through hand building and/or throwing on the potter's wheel. This course introduces formulation of basic glazes and kiln firing and stresses evaluation of clay forms through art criticism.
Suggested Prerequisite: Ceramics I

Ceramics III:
Pottery III enhances level two skills and provides further opportunities to apply design techniques in clay through hand building and/or throwing on the potter's wheel. This course continues the study of the formulation of glazes and kiln firing and stresses evaluation of clay forms through art criticism.
Suggested Prerequisite: Ceramics II

SCULPTURE:

This course introduces design and production of relief sculpture and sculpture-in-the-round. It emphasizes the historical origins and functions of sculpture in Western and non-Western cultures, and includes additive, subtractive, and modeling methods. The course explores traditional and nontraditional materials for sculpted works and their sculptors.
Suggested Prerequisite: Visual Arts I

AP STUDIO DRAWING PORTFOLIO:
Students complete a drawing portfolio on a theme and take slides of their work. In May, through the AP Board, the student may receive college credit on the board's approval of the portfolio.
Suggested Prerequisite: Teacher Recommendation; 3 prior art courses; junior or senior only

AP STUDIO 2D DESIGN PORTFOLIO:
Students complete a portfolio on various projects encompassing elements of design in two dimensions. In May, through the AP Board's evaluation, the student may receive college credit on the board's approval of the portfolio.
Suggested Prerequisite: Teacher Recommendation; 3 prior art courses; junior or senior only

AP STUDIO 3D DESIGN PORTFOLIO:
In this course, students complete a portfolio on various projects encompassing elements of design in three dimensions. In May, through the AP Board's evaluation, the student may receive college credit on the board's approval of the portfolio.
Suggested Prerequisite: Teacher Recommendation

AP ART HISTORY:
This course is an art elective that conforms to the College Board topics for the Advanced Placement History of Art Examination. This course covers prehistory to Egyptian, Greek and Roman, Early Christian, Byzantine, Early Medieval, Romanesque, Gothic, Renaissance and Mannerist, 17th century, 18th century, 19th century, 20th century and non-Western art. This course is designed for grade levels 10 – 12.

VOCAL MUSIC & BAND

BEGINNING CHORAL/ENSEMBLE:
All students wishing to audition must make an appointment with the choral director. Some after school rehearsal will be required. Previous musical experience is preferable.

INTERMEDIATE/ADVANCED MIXED CHORUS I, II, III, IV:
Students must audition for membership in the high school singers. All students wishing to audition must make an appointment with the Choral director in the music department before registering. The choir is performance oriented. Eligible students will be required to attend all performances unless previously excused by the director. Some after school rehearsal will be required. Previous musical experience is preferable. Eligible students will be encouraged to participate in All-State auditions, Solo/Ensemble festival, and other special events outside of class. Students will have individual instruction in vocal technique and will perform with the group. Performances include a Christmas concert, spring concert, and district festival.

MIXED CHORUS I, II, III, IV:
There is no audition required for membership in concert choir. All students who want to participate in learning the proper vocal technique, choral literature, music reading and performance techniques are encouraged to register for beginning mixed chorus. After school rehearsal and performances are limited, but required. All students wishing to take this course must make an appointment with the choral director before registering.

MEN'S CHORUS I, II, III, IV:
Men's Chorus provides opportunities for young men to develop performance skills and knowledge in all male choral singing. This course covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music, and appreciation of music.

WOMEN'S CHORUS I, II, III, IV:
This course is designed for treble singers. All students wishing to take this course should make an appointment with the Choral Director before registering. This choir is performance oriented. There will be a uniform. Some after school rehearsal and performance will be required. Previous musical experience is preferable.

INTERMEDIATE /ADVANCED WOMEN'S CHORUS I, II, III, IV – Available to 10th-12th grades only:

COMMERCIAL VOCAL STYLES:
Class instruction will be in vocal techniques and performance. Basic physiology of the larynx, breath control, muscular coordination, articulation, relaxation, and performance anxiety. Repertoire tailored to individual student abilities and interests. Semester projects, determined by each class, may include musical theatre scenes, night club acts with a band, opera scenes, art song evenings. Students of all levels encouraged to participate. Previous instruction not required. **This course is offered at CEC only.**

MUSIC APPRECIATION:
Through a chronological exploration of Western music, this course will increase students' appreciation for music. The course will also increase students' listening skills, musical responsiveness, and understanding of musical concepts. Students will learn to aurally recognize and comprehend the various elements of music that define style, genre, and period, and develop the vocabulary to discuss them. The course also gives an overview of some popular and traditional world music.

BEGINNING MUSIC THEORY AND COMPOSITION:
This course introduces the fundamentals of organized sound. Music Theory and Composition I emphasizes rules of Western music composition and offers opportunities to create original works.

INTERMEDIATE MUSIC THEORY AND COMPOSITION:
This course enhances level one skills. Music Theory and Composition emphasizes advanced composition techniques and analysis of Western masterworks from all musical styles. This course offers opportunities to create and produce original works and may include using computers for composition. The course introduces non-Western approaches to theory and composition.

AP MUSIC THEORY AND COMPOSITION:
Advanced Music Theory and Composition enhances level II skills. This course emphasizes advanced composition techniques and analysis of Western masterworks from all musical styles. It offers opportunities to create and produce original works and may include using computers for composition. This course introduces non-Western approaches to theory and composition.

MUSIC IN FILM AND VIDEO:
This course is an introduction to the relationship between music and film or video. Screenplays, storyboarding, instrumentation, film scoring, canned tracks, special effects, acting, dance, business aspects, Muzak, production and post-production. Potential projects tailored to individual students or student groups: create and score a video, create business plan for a movie or video, score a pre-existing video or movie using canned tracks. This course includes guest speakers from the industry and possible field trips to video studios. No prior theatre, music or film experience necessary. All students interested are encouraged to participate. **This course is offered at CEC only.**

ADVANCED PLACEMENT (AP) MUSIC THEORY
The ultimate goal of the AP Music Theory course is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. The achievement of these goals is approached by initially addressing fundamental aural, analytical, and compositional skills using both listening and written exercises. Building on this foundation, the course progresses to include more creative tasks, such as the harmonization of a melody by selecting appropriate chords, composing a musical bass line to provide two-voice counterpoint, or the realization of figured-bass notation.
Suggested Prerequisite: Completion of Music Theory and Composition I or instructor approval before enrolling

BAND

The band program in the Coweta County School System is designed to help the student continue to develop their musical skills on the standard instruments of the band. It is desired that the student should have completed a comprehensive middle school program of fundamentals. There will be numerous public performances that are required by all eligible students. There will be required after school rehearsals. The marching band performs at all high school football games, a maximum of three marching festivals, various parades, community events and an occasional out-of-town trip. All performances are required for eligible marching band members. Concert bands perform at a Christmas concert, district band festival, and spring concert. All concert performances and performance trips are required for eligible members of the concert bands. Placement for each band is by audition.

BEGINNING BAND I, II, III, IV:
INTERMEDIATE BAND I, II, III, IV:
SYMPHONIC/JAZZ BAND I, II, III, IV:
SOLO/ENSEMBLE I, II, III, IV:

Solo/Ensemble Class is designed for smaller ensemble training on standard band instruments. Solo, duet, trio, quartet and percussion ensembles will be taught how to better prepare and advance their performance level. All students wishing to take this course must make an appointment with the band director before registering.

STRINGS/INSTRUMENTS IN CONTEMPORARY MUSIC:
Strings/Instruments in Contemporary Music is an introduction to playing a variety of instruments including guitar, ukulele, violin, cello,

bass guitar and other instruments. Class instruction will be in practice and performance and include music theory, music reading, song structure and instrumental techniques. No experience is necessary and instruments are available for student use in the classroom and for check out for use at home.
This course is offered at CEC only.

Instruments in Contemporary Music II- Students will learn advanced music theory and performance

WORK-BASED LEARNING

COURSE NAME: Work-Based Learning (WBL)

Prerequisite (s):
Students must meet the following requirements:

- **Complete a WBL application**
- **Be on track for graduation**
- **Have a good attendance/discipline record**
- **Agree to provide reliable transportation to and from work**
- **Parent will attend an orientation meeting**

COURSE DESCRIPTION:
WORK-Based Learning provides students with opportunities for instruction in both academic and occupational skills, career exploration, and guidance identifying employment and educational goals. 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.
Students who participate in Work-Based Learning leave campus for 1 or 2 blocks per day. Students must work a minimum of 7.5 or maximum of 15 hours per week at an approved work site.