

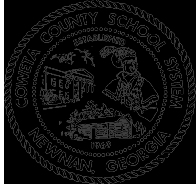
**2007-2008**

# **Career Planning Guide**



[www.cowetaschools.org](http://www.cowetaschools.org)

**Central Educational Center  
East Coweta High School  
Newnan High School  
Northgate High School**



# Coweta County School System



Dear Students, Parents/Guardians,

Coweta County offers a wide variety of academic and career paths for our students in high school. Because of the number of choices offered, it is important that parents and students take the time to consider the best choices available. As you plan and prepare for next year, I want to assure you that our school system is available to assist you in accomplishing your goals.

You are encouraged to review this guide and all registration materials. When making course selections, students need to keep in mind possible career paths as well as individual interests. It is important to maintain a core-curriculum path and carefully select electives. Electives are an opportunity for you to explore subjects of interest outside the scope of core-curriculum. Careful planning will ensure that you select the most appropriate courses to meet your future needs.

We believe the educational opportunities offered to our students in Coweta County will enable everyone to develop and reach their full potential. We take very seriously our responsibility to ensure the success of each student. We hope this Career Planning Guide will be helpful as students and parents plan for the future.

***Blake Bass***  
Superintendent

## 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.

Because planning is such a vital part of a well-designed program, incoming freshman 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.

## HOW TO USE THIS BOOKLET

Parents should keep this booklet throughout the remainder of a student's attendance in a Coweta County high school. This booklet is divided into four sections.

### **Section A**

Students will find information about earning credit, graduation requirements, testing, and special programs. Students may earn a high school diploma with one of the following seals of endorsement: College Preparatory Seal of Endorsement; College Preparatory Seal of Endorsement with Distinction; Technical/Career Preparatory; Technical/Career Preparatory with Distinction; or Dual Seal of Endorsement (College Preparatory and Technical/Career Preparatory). Be sure to consider student's date of entry into high school to determine requirements to graduate.

### **Section B**

**Central Educational Center** and **West Central Technical College** opportunities are detailed in this section.

### **Section C**

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.

Local school personnel are available to clarify, elaborate, and answer questions about anything in this guide.

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# 2007-08 Attendance, Report Card, and Nine Weeks Periods

(March 16, 2007)

## ATTENDANCE PERIODS

1 <sup>st</sup> Attendance Period Ends	Friday, August 31, 2007
2 <sup>nd</sup> Attendance Period Ends	Monday, October 1, 2007
3 <sup>rd</sup> Attendance Period Ends	Tuesday, October 30, 2007
4 <sup>th</sup> Attendance Period Ends	Tuesday, December 4, 2007
5 <sup>th</sup> Attendance Period Ends	Wednesday, January 16, 2008
6 <sup>th</sup> Attendance Period Ends	Thursday, February 14, 2008
7 <sup>th</sup> Attendance Period Ends	Friday, March 21, 2008
8 <sup>th</sup> Attendance Period Ends	Friday, April 25, 2008
9 <sup>th</sup> Attendance Period Ends	Friday, May 23, 2008

## NINE WEEKS/MID-TERM PERIODS

1 <sup>st</sup> Nine Weeks	Tuesday, October 9, 2007
2 <sup>nd</sup> Nine Weeks	Tuesday, December 18, 2007
3 <sup>rd</sup> Nine Weeks	Thursday, March 13, 2008
4 <sup>th</sup> Nine Weeks	Friday, May 23, 2008
1 <sup>st</sup> Mid-Term	Wednesday, September 5, 2007
2 <sup>nd</sup> Mid-Term	Thursday, November 8, 2007
3 <sup>rd</sup> Mid-Term	Monday, February 4, 2008
4 <sup>th</sup> Mid-Term	Tuesday, April 22, 2008

## REPORT CARDS ISSUED

	<u>ELEMENTARY</u>	<u>MIDDLE</u>	<u>HIGH</u>
1 <sup>st</sup> Nine Weeks	Tuesday, October 16, 2007	Monday, October 15, 2007	Monday, October 15, 2007
2 <sup>nd</sup> Nine Weeks	Tuesday, January 8, 2008	Monday, January 7, 2008	Monday, January 7, 2008
3 <sup>rd</sup> Nine Weeks	Thursday, March 20, 2008	Wednesday, March 19, 2008	Wednesday, March 19, 2008
4 <sup>th</sup> Nine Weeks	Friday, May 23, 2008	Thursday, May 29, 2008	Thursday, May 29, 2008

## PROGRESS REPORTS ISSUED

	<u>Elementary</u>	<u>Middle School</u>	<u>High School</u>
1 <sup>st</sup> Mid Term	Wednesday, September 12, 2007	Monday, September 10, 2007	Monday, September 10, 2007
2 <sup>nd</sup> Mid Term	Thursday, November 15, 2007	Tuesday, November 13, 2007	Tuesday, November 13, 2007
3 <sup>rd</sup> Mid Term	Monday, February 11, 2008	Thursday, February 7, 2008	Thursday, February 7, 2008
4 <sup>th</sup> Mid Term	Tuesday, April 29, 2008	Friday, April 25, 2008	Friday, April 25, 2008

# **Section A:**

## **Requirements and Opportunities**

# EARNING CREDIT

## BEGINNING HIGH SCHOOL

It is very important for students to become thoroughly familiar with the high school curriculum and graduation requirements. The school counselor or advisor can answer questions and help students in mapping out long-range plans for the entire four years as well as semester class registration.

## 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

9<sup>th</sup> grade --promotion from 8<sup>th</sup> grade

10<sup>th</sup> grade -- 6 units (8 possible), must have passed English I and earned 1 Math unit

11<sup>th</sup> grade --13 units (16 possible), must have passed English I & II, and earned 2 Math and 2 Science units

12<sup>th</sup> grade -- 20 units (24 possible), must have passed English I, II, & III, and earned 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. Points are not added to the grades reported on the report card or transcript in computing final weighted grade point averages. Students who fail to complete a two-term AP course will receive only advanced credit (5 points) for the term successfully completed. The HOPE Scholarship utilizes an unweighted grade point average. Beginning with the graduating class of 2007, the Georgia Student Finance Commission will determine course weight and HOPE eligibility.

**Advanced Placement (AP) Classes or classes that require an AP requisite** = 10 points added to the final grade point average

**Advanced or Gifted Academic Courses** = 5 points added to the final grade

## Advanced & Gifted Course List:

9 <sup>th</sup> Lit/Comp-Advanced	Statistics	Advanced Physics I	French III
9 <sup>th</sup> Lit/Comp-Gifted	Discrete Mathematics	Civics-Advanced	French IV
10 <sup>th</sup> Lit/Comp-Advanced	Calculus	Civics-Gifted	German III
10 <sup>th</sup> Lit/Comp-Gifted	Multivariable Calculus & Differential Equations	World History-Advanced	German IV
11 <sup>th</sup> Am. Lit/Comp-Advanced	Advanced Biology	World History-Gifted	Spanish III
11 <sup>th</sup> Am. Lit/Comp-Gifted	Human Anat. & Physiology	U.S. History-Advanced	Spanish IV
12 <sup>th</sup> Eng Lit/Comp-Advanced	Zoology	Economics-Gifted	Spanish V
12 <sup>th</sup> Eng Lit/Comp-Gifted	Advanced Chemistry	Modern Military History	Spanish VI
Euclidean Geometry	Chemistry II	Vietnam War	
Adv. Alg. & Trigonometry			

**ACCEL (Post Secondary Options [PSO]) classes** = credit is awarded for completion of post-secondary classes that meet high school graduation requirements. **1 unit of high school credit requires 5 semester hours or 7.5 quarter hours of credit from a post-secondary college, academy, technical college, or university.** The Coweta County School System will not post grades for courses completed in a post-secondary institution. Grades earned in an ACCEL program are not counted as part of the student's GPA for determining honor graduates. The student will be responsible for forwarding grades received in his/her ACCEL classes to the college/university of his/her choice as part of the application process. **Check the ACCEL section of the Georgia DOE Website ([www.GADOE.org](http://www.GADOE.org)) for ACCEL updates.**

## 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.**

# College Preparatory and CTAE (Career Technical Agricultural Education) Preparatory Diploma Requirements

## HOPE Scholarship Requirements

To earn a HOPE Scholarship, a student who meets the requirements for a College Preparatory Diploma must have a minimum of a 3.0 cumulative grade point average on a 4.0 scale in all academic course work. A student who meets the requirements for a Technical/Career Diploma must have a minimum of a 3.2 cumulative grade point average on a 4.0 scale for all academic units. A summary of changes and requirements may be found at [www.gsfc.org](http://www.gsfc.org).

## University System of Georgia Minimum Freshman Admission Requirements

<http://www.usg.edu/academics/handbook/section3/301-310/301-310.phtml>

### Research Universities

*For example, The University of Georgia or The Georgia Institute of Technology*

16 College Preparatory Curriculum Units

**Freshman Index of 2500\***

**(Minimum SAT I Verbal of 430; SAT I Math of 400 or ACT English of 17; ACT Math of 17)**

### Regional Universities

*Georgia Southern University and Valdosta State University*

16 CPC Units

**Freshman Index of 2040\***

**(Minimum SAT I Verbal of 430; SAT I Math of 400 or ACT English of 17; ACT Math of 17)**

### State Universities and Colleges

*For example, The State University of West Georgia or Southern Polytechnic State University*

16 CPC Units

**Freshman Index of 1940\***

**(Minimum SAT I Verbal of 430; SAT I Math of 400 or ACT English of 17; ACT Math of 17)**

### Two-Year Colleges

*For example, Perimeter College or Gordon College*

16 CPC Units

**Freshman Index of 1830\***

**(Minimum SAT I Verbal of 330; SAT I Math of 310 or ACT English of 12; ACT Math of 14)**

**\*Freshman Index (FI) = SAT I verbal + SAT I math + (High School GPA on 4 point scale x 500)**

**OR Freshman Index = (ACT composite score x 42) + (High School GPA on 4 point scale x 500) + 88**

For example, the maximum Freshman Index possible is 3600, which equals a 1600 maximum SAT I score plus the maximum high school grade point average of 2000 (a 4.0 GPA multiplied by 500). **Students should carefully review specific college entrance requirements to determine appropriate levels of course selection. Although courses may meet Georgia Department of Education requirements for the College Preparatory endorsement, they may not meet all college admission requirements.**

## NCAA Certification

- Graduate from high school--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.
- Earn a grade-point average of at least 2.00 (on a 4.00 scale) in a core curriculum of at least 14 academic courses that were successfully completed during grades 9-12.
- Earn a sum of scores of at least 68 on the ACT or a combined score of at least 820 on the recentered SAT on a national test date.

**See your guidance counselor for complete information and visit the NCAA website at [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net).**

## ACCEL (Postsecondary Options)

ACCEL, formerly known as postsecondary options, is a program of study allowing public high school students to receive college course credit and high school unit credit from a public college, university, or technical institution.

Any student enrolled in a Georgia public high school who is on track to graduate, who is classified as a junior or senior or who is at least 16 years of age, and who meets the joint enrollment requirements of the University System of Georgia or Department of Technical and Adult Education institution is eligible to participate in the ACCEL program.

Allowable core courses that can be taken at the postsecondary institution are the fourth unit of English, the fourth unit of mathematics, and the fourth unit of social studies.

Students may enroll in appropriate elective courses as approved by their high school counselor.

Students should complete two units of a foreign language and three units of science prior to participating in the ACCEL program.

The ACCEL program only pays for a portion of tuition fees. Students may be required to pay the remaining portion of tuition and fees, as well as book fees. For specific fee information, students should contact the particular institution they plan to enter for their ACCEL program.

The student is eligible to participate in the program only for the amount of time normally required to complete the high school diploma.

The student will not be eligible for the ACCEL program if he attends public high school all day. If the student is accepted for enrollment by a postsecondary institution, the student must pay all costs.

The student is responsible for transportation to and from the postsecondary institution.

One unit equates to 5 semester hours or 7.5 quarter-hours successfully completed. For example: Two English courses equate to Senior English.

The student must take sufficient courses to equate to a minimum of five units per year.

The Coweta County School System will not post grades for courses completed in a post-secondary institution. Grades earned in an ACCEL program are not counted as part of the student's GPA for determining honor graduates. The student will be responsible for forwarding grades received in his/her ACCEL classes to the college/university of his/her choice as part of the application process.

For ACCEL information about Central Educational Center and West Central Technical College programs, see Section B.

For more detailed ACCEL information, see your school's counselor or visit the ACCEL section on the Georgia Department of Education website at [www.GADOE.org](http://www.GADOE.org).

# TESTS

**FOR ADDITIONAL INFORMATION, REGISTRATION MATERIALS, OR VARIANCE INFORMATION FOR ANY OF THE TESTS LISTED BELOW, CONTACT THE COUNSELORS' OFFICE.**

## **GEORGIA HIGH SCHOOL GRADUATION TEST**

**All students** must take and pass the Georgia High School Graduation Test in the areas of: English, math, social studies, science and writing. There will be five opportunities to pass the exit exam starting in the fall of one's junior year and culminating with three different test periods in the senior year. Each of the tests may be "banked." For example, if English and math are passed, only the other tests must be retaken. **Any student that has not passed all areas of the Georgia High School Graduation Test will not receive a high school diploma.**

## **PRELIMINARY SAT (PSAT/NMSQT)**

The PSAT is a shorter version of the SAT. It consists of three sections: verbal, mathematics, and writing. 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. The PSAT, which is given in October, is free for all tenth graders.

## **SAT AND SAT II**

**All Colleges in the state of Georgia will accept the ACT or SAT for admissions. All students should consult with their Guidance Counselors prior to registration for a test.**

The SAT will consist of three sections:

Math - 2 twenty-five minute sections and 1 twenty-minute section. The content will consist of multiple choice items and student produced responses measuring number and operations, Algebra I, Algebra II and functions, Geometry, Statistics, Probability, and data analysis.

Critical Reading – 2 twenty-five minute sections and 1 twenty-minute section. The content will consist of sentence completions and passage-based readings. It will measure extended reasoning and literary comprehension.

Writing – 60 minutes divided into thirty-five minutes of multiple choice and twenty-five minutes of essay. The multiple-choice section includes identifying errors and improving sentences and paragraphs. The student-produced essay evaluates how effectively the student communicates a viewpoint, and defines and supports a position.

The total score range for the SAT will be 600-2400. 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 and for college is for students to take challenging academic courses and to read and write as much as possible. The SAT will be given at East Coweta High in November and May, Newnan High in October, January, and March, and at Northgate High in December and June.

SAT II is a subject area test. Students should consult the specific college catalog or the College Handbook to determine if the institution of their choice requires a subject area exam. Registration packets are available in the Guidance Office.

## **AMERICAN COLLEGE TESTING ASSESSMENT (ACT)**

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 social studies. 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 admissions office to see if this is required. Please see a guidance counselor for further details.

## **ASSET/COMPASS**

The ASSET/COMPASS is an entrance test that is given by all state technical institutes. It gives the student an assessment of their math and English abilities. Counselors strongly advise juniors to take the test so that they can take a senior math class that will help them avoid having to pay for remedial classes upon entering a technical institute. Contact West Central Technical College at CEC for more information.

## **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.

## **GEORGIA HIGH SCHOOL END OF COURSE TESTS (EOCT)**

State developed tests will be given when a student completes any of the following courses: Algebra I or its equivalent, Geometry, Biology, Physical Science, Economics, U.S. History, 9<sup>th</sup> Grade Literature and Composition, and American Literature and Composition. The End of Course Test counts for 15% of the final course grade.

# **SPECIAL PROGRAMS**

## **ADVANCED PLACEMENT COURSES**

**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 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)**

GHP is a six-week summer instructional program designed to provide enriching educational opportunities to intellectually gifted and artistically talented high school students. Their teachers nominate sophomores and juniors 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**

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 for information about scores required in one test administration on the SAT or ACT.

The student must have earned 22 units of credit for graduation including:

- 3 units in science (1 chemistry or physics)
- 4 units in mathematics including 1 unit in Algebra II
- 3 units in social studies including economics and citizenship, world history, and U. S. studies
- 4 units English
- 2 units of a single world language
- 1 unit in fine arts

In all work taken in grades 9-12, the student has maintained a non-weighted, cumulative Grade Point Average (GPA) of 3.75 on a 4.0 scale in core courses.

During grades 9-12, the student has participated in a minimum of three different competitive interscholastic activities.

The student has been appointed by a school official or elected to positions of leadership in a minimum of two different activities sponsored by the school.

The student has shown evidence of leadership in a minimum of two different youth activities outside the school, including being appointed or elected to a position of leadership or role of responsibility in a minimum of one of these activities.

The student is registered to vote if he or she is 18 years old and is a citizen of the United States.

The student shows evidence of self-esteem and concern for others in day-to-day activities.

## **STAR STUDENT PROGRAM**

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 on national testing dates between January 1 and November 31 at the end of the junior year and beginning of the senior year.
3. The student must make scores 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.

## **Statement of Non-discrimination**

The Coweta County Board of Education does not discriminate on the basis of sex, race, color, religion, creed, national origin, age, or disability.

Non-Discrimination Compliance Coordinator:

Mr. Jerry Davis,  
Associate Superintendent  
Coweta County Schools  
P.O. Box 280  
Newnan, GA 30264-0280  
(770) 254-2802

**SEALS OF ENDORSEMENT**  
**FOR THE**  
**HIGH SCHOOL DIPLOMA**

**A student can earn one of the following Georgia High School Diploma Types:**

- College Preparatory – See page A8
- College Preparatory with Distinction – See page A8
- CTAE (Career Technical Agricultural Education) Preparatory – See page A10
- CTAE (Career Technical Agricultural Education) Preparatory with Distinction – See page A10
- Dual Endorsement (College Preparatory and CTAE Preparatory) – See page A12
- Dual Endorsement with Distinction – See page A12
- Special Education Diploma – See page A14

**A student can earn a Coweta County Fine Arts Endorsement on his/her diploma by:**

- Participating in at least 1 fine arts class each year while in high school **AND** earning 4 units in any one fine arts area (band, chorus, dance, theater, visual arts)
- OR**
- Participating in at least 1 fine arts class each year while in high school **AND** earning 6 or more units in any combination of fine arts areas.

**A student can earn a Coweta County College Preparatory World Language Endorsement on his/her diploma by:**

- Participating in 3 consecutive units of one World Language and 2 consecutive units of a second World Language, or by participating in 4 consecutive units of one World Language

**A student can earn a Coweta County CTAE World Language Endorsement on his/her diploma by:**

- Participating in 1 unit of World Language

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

## COLLEGE PREPARATORY ENDORSEMENT

Areas	Courses
English – 4 Units	9th Lit/Comp 10th Lit/Comp 11th American Lit/Comp 12th English Lit/Comp or AP English Lit/Comp
Math – 4 Units	Algebra I, Algebra II, Euclidean Geometry or Informal Geometry, Advanced Algebra and Trigonometry, Algebra III, Calculus, AP Calculus, AP Statistics
Science – 3 Units Recommend 4 Units	Biology, Physical Science or Physics, Chemistry
Social Studies – 4 Units	Civics, World History, United States History, Economics
World Language – 2 Units (through graduating class of 2008)  – 3 Units (beginning with graduating class of 2009)	Two consecutive years of the same language (French, Latin, German, Spanish)  Three consecutive years of the same language (French, Latin, German, Spanish)
Health/ Personal Fitness – 1 Unit	Health Personal Fitness
Computer Technology and/or Fine Arts and/or CTAE (Career Technical Agricultural Education) and/or JROTC and/or Apprenticeship – 1 Unit	Computer Technology and/or Fine Arts and/or CTAE: Career Technical Agricultural Education (formerly Technical/Career Prep Education) and/or ROTC and/or Apprenticeship
Required Core Units	19 Units (through class of 2008) 20 Units (beginning with class of 2009)
Elective Units	9 Units (1 unit Freshman Communication Skills course may be required for 9 <sup>th</sup> grade students reading below grade level.) 8 Units beginning with class of 2009 2 units from Core Electives for College Preparatory with Distinction*
Units Required For Graduation	28 total Units (Required courses + electives = total units)

\*Students must maintain an 80 or above grade point average in core courses (English, math, science, social studies, fine arts, and world language) in order to earn a college preparatory endorsement with distinction.

## COLLEGE PREPARATORY RECOMMENDED PROGRAM OF STUDY

For your convenience, the minimum academic units required for the College Prep Seal of Endorsement are already included in the worksheet below.

LIST THE SPECIFIC REQUIRED AND ELECTIVE COURSES YOU PLAN TO TAKE.

REQUIRED COURSES	9th GRADE	10th GRADE	11th GRADE	12th GRADE
<b>4 UNITS ENGLISH</b>	9th Lit/Comp	10th Lit/Comp	American Lit/Comp	English Lit/Comp
<b>4 UNITS SOCIAL STUDIES</b>	Civics	World History	U.S. History or A.P. U. S. History	Economics
<b>4 UNITS MATHEMATICS</b>	Algebra I	Algebra II	Geometry	Algebra III or Adv. Algebra & Trig
<b>3 UNITS SCIENCE</b>	Biology	Chemistry	Physics	Science Elective or A.P. Chemistry or A. P. Biology
<b>1 UNIT HEALTH AND PERSONAL FITNESS</b>	Health Personal Fitness			
<b>2 UNITS (minimum) (through class of 2008) 3 UNITS (minimum) (beginning with class of 2009) WORLD LANGUAGE (Same Language)</b>	Language I and/or Language II	Language I and II or Language III and IV	Language I and II or Language III and IV or Language AP	Language I and II or Language III and IV or Language AP
<b>1 UNIT COMPUTER/FINE ARTS/CTAE (CAREER TECHNICAL EDUCATION)/JROTC/ APPRENTICESHIP</b>				
<b>OTHER ELECTIVES</b>	Freshman Communication Skills or Elective			
<b>OTHER ELECTIVES</b>				

**CTAE: CAREER TECHNICAL AGRICULTURAL EDUCATION  
PREP ENDORSEMENT  
(Formerly Technical/Career Prep Endorsement)**

Areas	Courses
English – 4 Units	9th Lit/Comp 10th Lit/Comp 11th American Lit/Comp 12th English Lit/Comp
Math – 3 Units Recommend 4 units	Concepts of Probability & Statistics, Concepts of Problem Solving, Concepts of Algebra, Applied Problem Solving, Applied Algebra, Applied Geometry, Algebra I*, Algebra II, Euclidean Geometry or Informal Geometry, Algebra III, Advanced Algebra and Trigonometry <b>*Must have Algebra I or equivalent: Concepts of Problem Solving <u>and</u> Concepts of Algebra <u>OR</u> Applied Problem Solving <u>and</u> Applied Algebra</b>
Science – 3 Units	Biology, Physical Science, and Science Elective such as Env. Science
Social Studies – 4 Units	Civics, World History or World Geography, United States History, Economics
Health Personal Fitness – 1 Unit	Health Personal Fitness
Computer Technology and/or Fine Arts and/or CTAE (Career Technical Agricultural Education) and/or JROTC and/or Apprenticeship and/or World Language – 1 Unit	Computer Technology and/or Fine Arts and/or CTAE: Career Technical Agricultural Education (formerly Technical/Career Prep Education) and/or JROTC and/or Apprenticeship and/or World Language
Required CTAE (Career Technical Agricultural Education) Prep Units – 4 Units	Three CTAE (Career Technical Agricultural Education) prep units must be concentrated in one program area
Required Core Units	20 Units
Elective Units	8 Units (1 unit Freshman Communication Skills course may be required for 9 <sup>th</sup> grade students reading below grade level.) CTAE Prep with distinction - one elective must be taken from core areas*
Units Required For Graduation	28 Total Units (Required courses + electives = total units)

\*Students must maintain an 80 or above grade point average in core courses (English, math, science, social studies, and world language) in order to earn a CTAE preparatory endorsement with distinction.

**CTAE: CAREER TECHNICAL AGRICULTURAL EDUCATION  
PREPARATORY  
RECOMMENDED  
PROGRAM OF STUDY**

For your convenience the minimum academic units required for the Technical/Career Program of Study are already included in the worksheet below.

LIST THE SPECIFIC REQUIRED AND ELECTIVE COURSES YOU PLAN TO TAKE.

REQUIRED COURSES	9th GRADE	10th GRADE	11th GRADE	12th GRADE
4 UNITS ENGLISH	9th Lit/Comp	10th Lit/Comp	American Lit/Comp	English Lit/Comp
4 UNITS SOCIAL STUDIES	Civics	World History	U.S. History or A.P. U. S. History	Economics
3 UNITS MATHEMATICS	Concepts of Probability & Statistics, Concepts of Problem Solving, Concepts of Algebra, Applied Problem Solving, Applied Algebra, Applied Geometry, Algebra I*, Algebra II, Euclidean Geometry or Informal Geometry, Algebra III, Advanced Algebra and Trigonometry <b>Must have Algebra I or equivalent: Concepts of Problem Solving <u>and</u> Concepts of Algebra <u>OR</u> Applied Problem Solving <u>and</u> Applied Algebra</b>			
3 UNITS SCIENCE	Biology	Chemistry or Physical Science	Physical Science, STS, or Plant Sciences & Biotechnology	Science Elective Environmental Science
1 UNIT HEALTH AND PERSONAL FITNESS	Health Personal Fitness			
1 UNIT COMPUTER/FINE ARTS/CTAE (CAREER TECHNICAL AGRICULTURAL EDUCATION)/JROTC/APPRENTICESHIP/WORLD LANGUAGE				
4 UNITS CTAE (CAREER TECHNICAL AGRICULTURAL EDUCATION)*				
OTHER ELECTIVES	Freshman Communication Skills or Elective			
OTHER ELECTIVES				

\*Three CTAE units must be concentrated in one program area. See catalog for technical/career classes.

## DUAL ENDORSEMENT (College Prep and CTAE Prep)

STUDENTS ENTERING 9TH GRADE	COURSES
English - 4 Units	9th Lit/Comp 10th Lit/Comp 11th American Lit/Comp 12th English Lit/Comp or AP English Lit/Comp
Math -- 4 Units	Algebra I, Algebra II, Euclidean Geometry or Informal Geometry, Algebra III, Advanced Algebra and Trigonometry, Calculus, AP Calculus, AP Statistics
Science - 3 Units Recommend 4 units	Biology, Physical Science or Physics, Chemistry
Social Studies – 4 Units	Civics, World History, United States History, Economics
World Language – 2 Units (through graduating class of 2008)  – 3 Units (beginning with graduating class of 2009)	Two consecutive years of the same language (French, Latin, German, Spanish)  Three consecutive years of the same language (French, Latin, German, Spanish)
Health/ Personal Fitness–1 Unit	Health Personal Fitness
Computer Technology and/or Fine Arts and/or CTAE (Career Technical Agricultural Education) Prep and/or JROTC and/or Apprenticeship - 1 Unit	Computer Technology and/or Fine Arts and/or CTAE: Career Technical Agricultural Education (formerly Technical/Career Prep Education) Prep and/or ROTC and/or Apprenticeship
Required CTAE (Career Technical Agricultural Education) - 4 Units	Three CTAE (Career Technical Agricultural Education) Prep units must be concentrated in one program area
Required Core Units	23 Units – 24 Units beginning with class of 2009
Elective Units	5 Units (1 unit Freshman Communication Skills course may be required for 9 <sup>th</sup> grade students reading below grade level.) 4 Units beginning with class of 2009 2 units from Core Electives for Dual Preparatory with Distinction*
Units Required For Graduation	28 Total Units (Required courses + Electives = total units)

\*Students must maintain an 80 or above grade point average in core courses (English, math, science, social studies, fine arts and world language) to earn a dual preparatory endorsement with distinction.

**DUAL ENDORSEMENT  
(COLLEGE PREP AND CTAE)  
RECOMMENDED  
PROGRAM OF STUDY**

For your convenience the minimum academic units required for the Dual Endorsement Program of Study are already included in the worksheet below.

**LIST THE SPECIFIC REQUIRED AND ELECTIVE COURSES YOU PLAN TO TAKE.**

<b>REQUIRED COURSES</b>	<b>9th GRADE</b>	<b>10th GRADE</b>	<b>11th GRADE</b>	<b>12th GRADE</b>
<b>4 UNITS ENGLISH</b>	9th Lit/Comp	10th Lit/Comp	American Lit/Comp	English Lit/Comp
<b>4 UNITS SOCIAL STUDIES</b>	Civics	World History	U.S. History or A.P. U. S. History	Economics
<b>4 UNITS MATHEMATICS</b>	Algebra I	Algebra II	Geometry	Algebra III or Adv. Algebra & Trig
<b>3 UNITS SCIENCE</b>	Biology	Chemistry	Physics	Science Elective or A.P. Chemistry or A. P. Biology
<b>1 UNIT HEALTH AND PERSONAL FITNESS</b>	Health Personal Fitness			
<b>2 UNITS (minimum) (through class of 2008) 3 UNITS (minimum) (beginning with class of 2009) WORLD LANGUAGE (Same Language)</b>		German I or French I or Spanish I or Latin I	German II or French II or Spanish II or Latin II	German III or French III or Spanish III or Latin III
<b>1 UNIT COMPUTER/FINE ARTS/CTAE (CAREER TECHNICAL AGRICULTURAL EDUCATION)/JROTC/APPRENTICESHIP</b>				
<b>4 UNITS CTAE (CAREER TECHNICAL AGRICULTURAL EDUCATION)*</b>				
<b>OTHER ELECTIVES</b>	Freshman Communication Skills or Elective			
<b>OTHER ELECTIVES</b>				

**\*Three CTAE units must be concentrated in one program area. See section B for CTAE classes.**

# **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 22<sup>nd</sup> 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 9<sup>th</sup> 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.

Students who are working toward the high school diploma and participate in the Georgia Alternate Assessment (GAA) will usually stay in school completing their course of study beyond the four year considered traditional. In fact, they may stay until their 22<sup>nd</sup> birthday. The IEP team will have a course of study planned to prepare the student to maximize independent living and employment as well as participation in the community.

## **Mathematics Requirement and Students with Disabilities**

The IEP team should anticipate that every entering freshman will earn the four units of mathematics specified in the graduation rule and design the student's program toward this goal. There are students with disabilities who do not need special education support in mathematics and those for whom the co-taught or collaborative environment will provide appropriate support to accrue four units of mathematics.

There are also some students whose IEP team will acknowledge that mathematics is particularly difficult for the student. Prior to entry into high school, the IEP team will examine the CRCT scores from middle school and the level of support needed in middle school to achieve success in mathematics classes, and determine what levels of support will be needed.

In the case of students with disabilities who have consistently struggled in mathematics even with good instruction along with special education support, the IEP team will recommend the student take mathematics support classes as well as the regular mathematics class to meet the requirements of Mathematics I and II. These support classes will provide review, practice and preview that will enable students to master the Mathematics standards.

The graduation rule allows students with disabilities to graduate with a high school diploma after accumulating three mathematics credits (instead of 4) if they have taken Mathematics I with a support class (two units of credit, 1 core and 1 elective) and Mathematics II with a support class (another 2 units of credit, 1 core and 1 elective) and then either Mathematics III or its equivalent.

Students who require this much support in mathematics may take more than four years to complete the requirements for graduation. Students who attend schools on a block schedule have more opportunity to meet their unit requirements within a four year time period when they need to take their mathematics units along with mathematics support classes.

Students who elect to meet their mathematics requirement as outlined above must also meet the testing/assessment requirements as set out in the Testing rule. In high school, they must participate in and pass the Georgia High School Graduation Tests in five content areas: Writing, Language Arts, Science, Mathematics and Social Studies.

Those students who decide with their IEP team, to limit their Math coursework to Mathematics III or its equivalent as the most advanced mathematics course, will have had the opportunity to learn the skills and be exposed to the standards that are essential to passing the GHSGT in Mathematics. Although passing Mathematics III or its equivalent will not ensure a passing score, it should not hinder a student's ability to do so.

## **Students with the Most Significant Cognitive Disabilities**

The provision for students with the most significant cognitive disabilities provides a diploma path for a very small number of students with disabilities. They are those students who access the Georgia Performance Standards at an entry or prerequisite level and for whom that access is often provided through augmented communication, assistive technology and significant personnel supports. In all but the most unusual circumstances, the presence of the cognitive, motor and sensory disabilities is known at the time the student enters school.

Students with significant cognitive disabilities who participate in the GAA no later than the 8<sup>th</sup> grade may follow a rigorous course of study that can lead to a high school diploma. This course of study is only for those with significant cognitive disabilities and they must be participating in the GAA by 8<sup>th</sup> grade. These students will participate in an integrated curriculum to earn 28 units (minimum). The units earned will align with and provide these students access to the content in language arts, mathematics, science and social studies that all children study. Students will also have IEP goals that include self-determination, independent living and other skills needed to maximize independence. GaDOE is identifying courses that will align with the standards and meet the requirements for the high school diploma.

In addition, students must meet the testing requirements by being proficient on the GAA. Students will have multiple opportunities to participate in the GAA beginning in 11<sup>th</sup> grade and retake following years as necessary. Since students will remain in school until they are 22, there is plenty of time for retakes. The state will assume the cost of the scoring, just as it does for the GHSGTs and GHSWT. The Divisions for Special Education Services and Supports will work with Testing on the specifics.

The students on this course of study will have transition goals identified that will include outcome goals that may require the support of other public or private agencies once the students are no longer in high school.

Additional information regarding transition planning and available resources can be found at [www.gadoe.org/cj](http://www.gadoe.org/cj) exceptional students.

## Financial Aid and Scholarship Information Web Sites

<a href="http://www.gsfc.org">www.gsfc.org</a>	Georgia Student Financial Commission's home page for the HOPE Scholarship and other Georgia student financial aid programs
<a href="http://www.gacollege411.org">www.gacollege411.org</a>	GACollege411: Helping Students Plan, Apply, and Pay for College
<a href="http://www.nasfaa.org">www.nasfaa.org</a>	National Association of Student Financial aid Administrators
<a href="http://www.ed.gov">www.ed.gov</a>	U.S. Department of Education
<a href="http://www.ed.gov/about/offices/list/ope/index.html">www.ed.gov/about/offices/list/ope/index.html</a>	U.S. Office of Postsecondary Education
<a href="http://www.mapping-your-future.org">www.mapping-your-future.org</a>	Information about the Federal Family Education Loan Program
<a href="http://www.fastweb.com">www.fastweb.com</a>	Access to Fast Web database of 400,000 private scholarships
<a href="http://www.finaid.org">www.finaid.org</a>	A central site to link sources of scholarships, colleges, and special interests
<a href="http://www.fafsa.ed.gov">www.fafsa.ed.gov</a>	Access to the Free Application for Federal Student Aid (FAFSA) form**
<a href="http://www.collegeboard.com">www.collegeboard.com</a>	Access to PSAT/SAT information and on-line test registration
<a href="http://search.cashe.com">http://search.cashe.com</a>	Access CCSS Financial Aid PROFILE Application
<a href="http://www.act.org">www.act.org</a>	Scholarship profile site American College Testing (ACT) & Compass information
<a href="http://www.bls.gov/oco/">http://www.bls.gov/oco/</a>	Occupational Outlook Handbook
<a href="http://www.myfuture.com">www.myfuture.com</a>	Resumes, college information, etc.
<a href="http://www.petersons.com">www.petersons.com</a>	College rankings
<a href="http://www.usnews.com/">www.usnews.com/</a>	College information
<a href="http://www.mccg.org">www.mccg.org</a>	Medical Center of Central Georgia site with links to medical career information
<a href="http://www.kaptest.com">www.kaptest.com</a>	Information on the SAT and the ACT
<a href="http://www.scholarships.com">www.scholarships.com</a>	Information on scholarships-updated daily
<a href="http://www.usg.edu">www.usg.edu</a>	Information on the University System of Georgia

\*\* The FAFSA form is necessary for financial aid applications and the HOPE scholarship

## JUNIOR YEAR

### POSTSECONDARY ADMISSIONS TIMETABLE AND CHECKLIST

AUGUST	----	Resolve to do well academically the last two years of high school. Grade point average counts more than admissions testing in college admissions process.
SEPTEMBER	----	Register for the PSAT to be given in October (High scores are eligible for National Merit Scholarships). Announcements will be made about PSAT registration.
SEPT./NOV.	----	Attend college fairs/Probe Fair. Check with the Guidance Office for dates and locations. Chat with recruiters and begin collecting college brochures. (Applications & Catalogs are available in the Guidance Office.)
OCTOBER	----	Take PSAT
NOVEMBER	----	Begin planning informal visits to colleges during spring of junior year. Seek assistance on college search from Guidance Office.
DECEMBER	----	Review PSAT results with high school counselor. ---- Register for January SAT or ACT* ---- Narrow choices to 3 or 4 colleges. Write for college catalogs to see which ones require SAT II (SAT II given in May and June).
JANUARY	----	Earliest time SAT or ACT is recommended for juniors and earliest SAT that can count for STAR student competition.
MARCH	----	If considering applying as Early Decision candidate in fall of senior year, consider registering for ACT or SAT and/or SAT II (if required) in May and June. ---- Take SAT or ACT (if pre-registered). ---- Pre-register for May SAT or ACT. ---- If attending a technical college, take ASSET/COMPASS for first time.
APRIL	----	Visit universities, colleges, and technical colleges during Spring Break. Two or three visits can be easily scheduled. ---- Pre-register for June SAT or ACT
MAY	---	Take SAT or ACT (if pre-registered)

#### NOTES:

\* **Deadlines for registration for SAT, ACT, SAT II, and ASSET/COMPASS test dates are posted on the bulletin board in the Guidance Office.**

\*\* **Please check with Guidance Office to determine which admissions test is appropriate.**

## SENIOR YEAR

### POSTSECONDARY ADMISSIONS TIMETABLE AND CHECKLIST

SEPTEMBER	----	REGISTER FOR FALL SAT or ACT* Check with your high school counselor or college you plan to attend to see if some of your high school courses will count toward college credit. There are several agreements with the Art Institute of Atlanta and the Graphic Arts department at CEC. Mercer University, LaGrange College, Brewton Parker College, and West Central Technical College also have agreements.
SEPT./OCT.	----	Attend Probe Fair. Check with the Guidance Office for dates and locations. (Applications & Catalogs are available here.)
SEPT./NOV.	----	Write for college catalogs, applications, and financial aid information for colleges to which you plan to apply. (Three applications are recommended unless you are an Early Decision candidate or assured of admission to the college of your first choice.)
OCT./NOV.	----	Take ACT or SAT (Nov. SAT is the last that counts toward STAR student for Seniors). ---- Talk to counselor about postsecondary options at a technical college.
OCTOBER 15	----	Early Decision candidates turn completed college application in to the Guidance Office.
NOVEMBER	----	Apply to universities, colleges, and technical colleges; try to complete all before winter break. ---- Plan to attend financial aid meeting with parents.
DECEMBER	----	Register for January ACT, SAT or SAT II.
JAN./MAR.	----	Fill out FAFSA (Financial Aid Form) available in the Guidance Office. ---- Plan to attend financial aid meeting with parents.
JANUARY 13	----	Absolute deadline for turning in completed college applications to Guidance Office for those college applications due at respective colleges by Feb. 1 <sup>st</sup> .
JAN./FEB.	----	Send mid-year reports to colleges. (College applications specify which colleges require mid-year reports of grades.) Take final ASSET/COMPASS and register for technical college. Pick up scholarship forms in Guidance Office.
MARCH 23	----	Last date to turn in scholarship applications to the Guidance Office.
APRIL 15	----	All colleges will notify you by this date if you are accepted. Some notify on a rolling admissions basis. This is a conditional acceptance based upon successful completion of high school.
MAY	----	Notify all colleges at which you were accepted whether or not you plan to attend. ---- Notify Guidance Office of your choice of college. ---- Send deposit to selected college. Consult acceptance letter for actual date.
MAY/JUNE	----	Apply for summer jobs so that you can meet summer earnings expectations for June financial aid. ---- Final transcript will be sent from Guidance Office to your college.

#### NOTES:

\* Deadlines for registration for SAT, ACT, SAT II test dates are posted on the bulletin board in the Guidance Office.

# Section B:



**and**



**[www.gacec.com](http://www.gacec.com)**



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 Central Technical College.

CEC's mission is "to ensure a viable 21<sup>st</sup> century workforce." 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 age 16 – simultaneously earning credit toward a high school diploma and technical college credit.

\*Students may take college level courses from West Central 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

#### **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. A tentative schedule of suggested times to arrive at the base high schools is below. An official bus schedule will be available in the Fall.**

East Coweta: 7:30 AM

Newnan: 7:45 AM

Northgate: 7:30 AM

**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: [www.gacec.com](http://www.gacec.com)

Phone: 678-423-2000

Mark Whitlock, CEO: ext. 205

Director of High School Programs: ext. 335

Mark Ballou, Director of Business and Community Relations: ext. 334

Nora Ann Wood, Career Counselor: ext. 292

Tonya Whitlock, Coweta Director of West Central Technical College: ext. 216

Hutt Hudson, Admissions Counselor for West Central Technical College: ext. 227

**Four courses are required to receive a technical/career seal of endorsement.  
Three courses must be in the same program area.  
Work-based programs are available to compliment each seal of endorsement.**

### **Aviation**

(Students must complete the following courses for this seal of endorsement)

Fundamentals of Aviation  
Navigation and Communication

### **Automotive**

(Students must complete the following course for this seal of endorsement)

Automotive Air Conditioning Specialist  
Automotive Engine Repair Technician

### **Business/Marketing/Information Management**

(Students must complete three of the following courses for this endorsement)

Computer Applications  
International Business  
Business Law  
Business Management  
Entrepreneurship  
Principles of Accounting, I, II  
Banking  
Finance  
Risk Management and Insurance  
Investing  
Business Procedures  
Business Document Processing  
Presentation Technology for Business  
Communications for Business  
Introduction to Travel and Tourism  
Travel and Tourism II  
Marketing Principles

### **Communications Technology**

(Students must complete three of the following courses for this seal of endorsement)

Broadcast and Video I, II  
Introduction to Graphic Communication (Graphic Arts I)  
Fundamentals of Graphic Communications (Graphic Arts II)  
Press Operations (Graphic Arts III)  
Binding & Finishing (Graphic Arts IV)  
Intro to Information Technology  
3D Animation  
Internet-Web Design

**B2**

### **Construction Technology**

(Students must complete three of the following courses for this seal of endorsement)

Fundamentals of Construction (Construction I)  
Introduction to Building (Construction II)  
Carpentry I (Construction III)  
Residential Carpentry (Construction IV)  
Cabling and Smart Home Technology  
Intro to Metals  
Arc Welding  
Electronics I, II, III  
Introduction to Engineering Drawing (Drafting I)

### **Design Drafting Education**

(Students must complete three of the following courses for this seal of endorsement)

Introduction to Engineering Drawing (Drafting I)  
Engineering Concepts and Drawings (Drafting II)  
Pre-Engineering Technology  
Engineering Applications

### **Electronics**

*Prerequisite: Algebra I or equivalent*

(Students must complete three of the following for this seal of endorsement)

Electronics I, II, III  
Cabling and Smart Home Technology  
Pre-Engineering Technology  
Engineering Applications

### **West Central Technical College**

Computer Repair Technician

### **Family and Consumer Science**

(Students must complete three of the following courses for this seal of endorsement)

Foundations of Family and Consumer Sciences I, II  
Consumer Services I, II  
Child Development and Parenting  
Nutrition and Wellness  
Advanced Nutrition and Wellness  
Intro to Interior Design  
Interior Design Fundamentals  
Furniture, Accessories, and Lighting  
Walls, Windows, and Floor Covering  
Classroom Studio  
Introduction to Family Services  
Advanced Family Services  
Early Childhood Education I, II

### **West Central Technical College**

Basic Culinary Arts (Professional Foods I)  
Advanced Culinary Arts (Professional Foods II)

## **Graphic Arts**

### ***Prerequisite: Computer Applications***

(Students must complete three of the following courses for this seal of endorsement)

Introduction to Graphic Communications (Graphic Arts I)  
Fundamentals of Graphic Communications (Graphic Arts II)  
Press Operations (Graphic Arts III)  
Binding & Finishing (Graphic Arts IV)  
3D Animation  
Internet-Web Design

## **Horticulture**

(Students must complete three of the following courses for this seal of endorsement)

General Horticulture  
Floriculture  
Floral Design  
Landscape and Design  
Advanced Landscape and Design  
Turf Production and Management

## **Health Sciences**

(Students must complete three of the following courses for this seal of endorsement)

Introduction to Healthcare Science (Health Occupations I)  
Applications of Healthcare Science (Health Occupations II)  
First Responder

### **West Central Technical College**

Patient Care Assistant  
Patient Care Technician  
Basic Dental Assisting  
Advanced Dental Assisting

## **Information Technology**

(Students must complete three of the following courses for this seal of endorsement)

Intro to Information Technology  
Java Programming  
Network +  
Advanced Networking I, II  
Cabling and Smart Home Technology  
Electronics I, II, III  
AP Computer Science

### **West Central Technical College**

Computer Repair Technician

## **Military Science**

(Students must complete three of the following courses for this seal of endorsement)

Junior ROTC I, II, III, IV  
  
East Coweta: Marine JROTC  
Newnan High: Air Force JROTC  
Northgate High: Air Force JROTC

## **Pre-Engineering**

(Students must complete three of the following for this seal of endorsement)

Pre-Engineering Technology  
Engineering Applications  
Electronics I, II, III  
Introduction to Engineering Drawing (Drafting I)  
Robotics

## **Shampoo Technician**

(Students must complete the following course for this seal of endorsement)

Basic Cosmetology Technician

## **Welding**

(Students must complete three of the following courses for this seal of endorsement)

Intro to Metals  
Arc Welding

### **West Central Technical College**

Gas Metal Arc  
Basic Shielded Metal Arc  
Basic Gas Tungsten Arc  
Basic Machine Operator  
Basic Machining

Core Academics – English, Math, Science and Social Studies – will be offered to facilitate scheduling.  
In addition, a World Language may be offered at CEC.

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. All students enrolled in a work-based learning program must work 15 hours per school week to earn one credit and 20 hours per week to earn two credits. Students may participate in one of the following ways:

**Youth Apprenticeship** - Youth Apprenticeship Students must be 16 years or older, in their Junior or Senior year, on track for graduation, and able to provide their own transportation. This program is designed to provide students with employment/training in the following areas:

- Business Education
- Family and Consumer Sciences
- Health Science Technology
- Introduction to Teaching
- Computer Information Systems
- Trade and Industry
  - Construction
  - Horticulture
  - Metals
  - Video Production
  - Graphic Arts
  - Electronics
  - Computer Aided Design
  - Computer Repair
  - Culinary Arts
  - Dental Assisting

Students with career interests in areas not listed above may be served in the program with approval of the Youth Apprenticeship Directors.

Students who apply for this program should be interested in pursuing careers in either professional or technical areas. All 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 must be in the same career area.

Students must apply for the program. Students must meet qualifications in attendance, punctuality and behavior. Students are required to meet with the Youth Apprenticeship Director once each week before the school day begins.

Students must work (in an approved job site) 15 hours per week for one YA block; 20 hours per week for two YA blocks; and 25 hours per week for three YA blocks. Most YA students are in paid positions; however, non-paid internships are allowed.

Students who participate in the Youth Apprenticeship Program have an opportunity to apply knowledge and skills learned in the classroom to a “real world” workplace setting. They may also gain hours that transfer into college credit. They have a greater sense for the direction they will take after graduation.

**Job Shadowing** – students may spend as much as two class periods a week at an approved job site as part of their course curriculum.

**Internship** – students may work in a paid or unpaid position.

### **RVI WORK BASED LEARNING (RVI Coop)**

One extension of RVI support services is work-based learning for students in special education that are unable to participate in the regular education work-based learning programs. Work-Based Learning offers students numerous learning opportunities beyond the classroom by allowing them to explore career options by working with businesses and organizations. The goal of RVI Work-Based Learning is to provide structure Work-Based Learning experiences for students with disabilities. Work-Based Learning means activities that involve actual work experience or connect classroom learning to work. Work-Based Learning experiences are divided into two primary categories: paid experiences and non-paid experiences.



*Technical Certificate Program  
for High School Students*

The West Central Technical Certificate programs at CEC allow Georgia students who are excelling academically in their high school to begin pursuing a postsecondary education while continuing their high school education. Students have the opportunity to gain knowledge and experience in a technical field. The skills gained through the technical certificate program allow students to be prepared for and marketable in the work force. The West Central programs also give students a competitive edge when applying to other two and four-year colleges and universities.

The following West Central Certificate Programs are offered at Central Educational Center (CEC):

- Advanced Dental Assisting
- Automotive Technology
- Basic Dental Assisting
- Computer Repair Technician
- Food Production Worker 1
- Law Enforcement Technician
- Patient Care Assistant
- Patient Care Technician
- Prep Cook
- Shampoo Technician
- Web Site Fundamentals
- Welding:
  1. Basic Gas Tungsten Arc (TIG)
  2. Basic Shielded Metal Arc (Stick)
  3. Gas Metal Arc (MIG)

**Program requirements:**

- Students must be at least 16 years of age and/or a high school junior or senior.
- Students must see the base high school counselor to discuss class schedule and eligibility.
- Students must submit an official high school transcript including SAT/ACT scores, if applicable, and notification that the high school's minimum requirements to participate in the West Central programs have been met.
- Students must meet minimum placement standards using SAT, ACT, Asset or Compass placement test scores. Students must complete the admissions application packet *before* signing up for a test date. Please turn the packet into your base high school counselor OR a representative from West Central Technical College at CEC in Office 100B/C.
  - Minimum SAT: Verbal 430      Math 400
  - Minimum ACT: Verbal 18      Math 16
- Counselor and parent/guardian must grant the student permission in order for them to be eligible for the program by completing a Dual Enrollment Form and the appropriate financial aid forms, which will provide payment for all tuition and mandatory fees. The students, parent/guardian, and high school counselor must sign the Dual Enrollment Form.

*If you have any questions about the West Central Programs at CEC, please contact:*

**West Central Technical College – CEC**  
**Office of Student Services**  
**Phone (678) 423-2000, ext. 206 or 227**  
**Fax (770) 683-7239**



## Dual Enrollment Programs

### **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.**

### **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. Student **must** complete the Basic Dental Assisting program successfully prior to enrolling in the advanced program.

### **AUTOMOTIVE TECHNOLOGY:**

The Automotive Technology program is a sequence of courses designed to prepare students for careers in the automotive service and repair profession. The program emphasizes a combination of automotive mechanics theory and practical application necessary for successful employment. The Automotive Technology Diploma program prepares students for maintenance, troubleshooting, and repair of automobiles. Safety practices, environmental concerns, and proper use of tools and equipment are also taught. The lab sessions closely simulate the actual work environment. The laboratory portion of the program is flexible to allow for individual student needs and differences. Due to the increase in electronic technology in the automotive field, emphasis is placed on electrical and electronic principles in addition to troubleshooting. Students are also trained in customer and employee relations. Program graduates receive an Automotive Technology diploma, which qualifies them as automotive technicians. Competencies are taught to prepare the student for the Automotive Service Excellence (ASE) certification examination. Automotive course programs include *Automotive Engine Repair Technician* and *Automotive Air Conditioning Specialist*.

### **COMPUTER REPAIR TECHNICIAN:**

This program provides the student with the knowledge, skills and techniques to become a professionally trained computer repair technician. Graduates will also be prepared to take the A+ Certification exam.

### **SHAMPOO TECHNICIAN:**

Graduates from this program are prepared to take the licensure examination of the Georgia State Board of Cosmetology. Students must be 18 years of age to be eligible to take the exam. The program emphasizes specialized training for safety, sanitation, state laws, rules and regulations, chemistry, anatomy and physiology, skin, hair, hair treatments and manipulations, hair styling, artificial hair, braiding/intertwining hair, reception sales, management, employability skills, and work ethics. Laboratory experiences within the school salon include experience with customers in cutting, coloring, perming, relaxing, and conditioning hair. Other experiences include work with chemicals and practical experience dealing with the public. The Cosmetology program accepts new students quarterly. Licensing is granted only upon successful completion of the entire program and passing the state license exam.

### **CULINARY SERVICES FOOD PRODUCTION WORKER I:**

This program is designed to provide basic entry-level skills for employment in the food service industry as prep cooks and banquet/service prep workers.

### **CULINARY SERVICES PREP COOK:**

This program provides skills for entry into the food services preparation area as a prep cook. Topics include food services history, safety and sanitation, purchasing and food control, nutrition and menu development and design along with the principles of cooking.

**LAW ENFORCEMENT TECHNICIAN:**

The Law Enforcement Tech program is a sequence of courses that prepare students for a career in Criminal Justice. Learning opportunities develop academic, professional, and occupational knowledge and skills required for job acquisition and advancement in the Criminal Justice field. The program examines the emergence, progress, and problems of the Criminal Justice system in the United States, and the principles of organization, administration, and the duties of local and state law enforcement agencies with emphasis on police departments. It provides an overview of all phases of the American correctional system and practices and introduces the substantive law of major crimes against persons and property.

**PATIENT CARE ASSISTANT (PCA):**

This program emphasizes the general concepts of basic patient care. Program graduates will be administered competency testing for Certified Nurse Assistant (CNA) in the state of Georgia. Graduates may find employment in nursing homes, home health agencies, and hospitals under the direct supervision of a licensed nurse.

**PATIENT CARE TECHNICIAN (PCT):**

This program emphasizes more advanced concepts of patient care such as EKG, phlebotomy, sterile dressing, and urinary catheterization. Upon employment in various health settings, the graduate works under the direct supervision of a licensed nurse.

**WEB SITE FUNDAMENTALS:**

This program teaches foundation skills, which include basic knowledge of Internet technologies, network infrastructure, and Web authoring using HTML. Students who complete the program successfully qualify to sit for the Certified Internet Webmaster Foundations exam.

**GAS METAL ARC WELDING:**

This program is a sequence of courses that prepares students for careers in the welding field and emphasizes a combination of Gas Metal Arc theory and practical application.

**BASIC SHIELD METAL ARC WELDING:**

This program is a sequence of courses that prepares students for careers in the welding field and emphasizes a combination of Shielded Metal Arc theory and practical application.

**BASIC GAS TUNGSTEN ARC WELDING:**

This program is a sequence of courses that prepares students for careers in the welding field and emphasizes a combination of Gas Tungsten Arc theory and practical application.



## *Dual Enrollment Program*

### *Funding Options*

#### **HOPE Grant**

Most dual credit high school students receive the HOPE Grant. Georgia high school students may be eligible for HOPE Grant funding for the dual credit program if they complete the E-HOPE application and meet HOPE Grant eligibility requirements. Application and eligibility requirements include:

- Student must complete the 2007-2008 E-HOPE Scholarship & Grant Application
- Must be a U.S. citizen or a U.S. permanent resident for the twelve months preceding enrollment in the college certificate program
- Must be a resident of Georgia for the twelve months preceding enrollment in the college certificate program
- Must meet federal Selective Service registration requirements

The HOPE Grant will cover the cost of tuition and HOPE approved mandatory fees each quarter. Eligible students will also receive a quarterly HOPE Book Allowance to assist with the cost of books and supplies.

The book allowance may not cover 100% of the cost of books & supplies. The amount of the quarterly HOPE Book Allowance is based on the number of credit hours the student is taking for the quarter. An eligible student will receive a \$50 book allowance if they are registered for less than six (6) credit hours or a \$100 book allowance if they are registered for six (6) or more credit hours.

*Students who use the HOPE Grant funding should be aware that all credit hours for which they receive HOPE Grant payments will be included in the maximum number of credit hours they may receive from the HOPE Grant and/or the maximum number of credit hours they may receive from the HOPE Scholarship Program, after they graduate from high school.*

#### **Student/Parent Funding**

Some students may not meet the HOPE Grant eligibility requirements. Students who are not eligible for the HOPE Grant may participate in the Dual Credit Program but they, will be required to pay for their tuition, fees, books, and supplies each quarter.

Other students may choose not to apply for the HOPE Grant because they want to retain the maximum number of credit hours available from the HOPE Grant and/or HOPE Scholarship Program for college courses after their high school graduation. Students who elect not to apply for the HOPE Grant may participate in the Dual Credit Program but they, will be required to pay for the tuition, fees, books, and supplies each quarter. Tuition and fees are due upon registration. Books and supplies will be paid upon receipt.



### College Credit Hours to High School Carnegie Units

Regular status students enrolled in a dual credit program at CEC through West Central Technical College receive high school credit as well as technical college credit. A student must receive a C or higher to earn a Technical College certificate. The conversion of college course credits to high school Carnegie units is based on the student's chosen program of study. Grades do not count for or against high school GPA. Below is a list of approved dual enrollment programs at CEC and the high school Carnegie units earned in each:

**ADVANCED DENTAL ASSISTING:** 2 blocks = 2 Carnegie Units

Head & Neck Anatomy	DEN 102	2 credits
Dental Assisting I	DEN 135	7 credits
Dental Radiology	DEN 139	5 credits
Dental Practice Management	DEN 140	5 credits
Dental Practicum II	DEN 147	2 credits

*(Must complete Basic Dental Assisting prior to becoming enrolled in Advanced Dental Assisting)*

**AUTOMOTIVE AIR CONDITIONING SPECIALIST:** 2 blocks = 2 Carnegie Units

Introduction to Automotive Technology	AUT 120	3 credits
Electrical and Electronic Systems	AUT 122	6 credits
Climate Control Systems	AUT 142	6 credits

**AUTOMOTIVE ENGINE REPAIR TECHNICIAN:** 2 blocks = 2 Carnegie Units

Introduction to Automotive Technology	AUT 120	3 credits
Electrical and Electronic Systems	AUT 122	6 credits
Battery, Starting, and Charging Systems	AUT 124	4 credits
Engine Principles of Operation & Repair	AUT 126	6 credits

**BASIC DENTAL ASSISTING:** 2 blocks = 2 Carnegie Units

Intro to Health Occupations	AHS 104	3 credits
Oral Anatomy	DEN 106	5 credits
Dental Assisting I	DEN 134	7 credits
Dental Practicum I	DEN 146	2 credits

**BASIC CULINARY SERVICES – FOOD PRODUCTION WORKER I:** 2 blocks = 2 Carnegie Units

Professionalism in Culinary Arts	CUL 100	3 credits
Food Service Sanitation and Safety	CUL 110	3 credits
Principles of Cooking	CUL 112	5 credits
American Regional Cuisine	CUL 114	5 credits
Banquet Preparation and Presentation	CUL 127	4 credits

**ADVANCED CULINARY SERVICES – PREP COOK:** 2 blocks = 2 Carnegie Units

Food Service Purchasing and Control	CUL 116	3 credits
Principles of Baking I	CUL 121	5 credits
Nutritional Food & Menu Management	CUL 137	3 credits
Principles of Baking II	CUL 122	5 credits

*(Must complete Basic Culinary Services prior to becoming enrolled in Advanced Culinary Services)*

**BASIC GAS METAL ARC WELDING:** 1 block = 1 Carnegie Unit

Introduction to Welding Technology	WLD 100	6 credits
Oxyfuel Cutting	WLD 101	4 credits
Gas Metal Arc Welding	WLD 109	6 credits

Introduction to Welding Technology	WLD 100	6 credits
Gas Tungsten Arc Welding	WLD 110	4 credits
Advanced Gas Tungsten Arc Welding	WLD 150	5 credits

**BASIC SHIELDED METAL ARC WELDING:** 1 block = 1 Carnegie Unit

Introduction to Welding Technology	WLD 100	6 credits
Oxyfuel Cutting	WLD 101	4 credits
Shielded Metal Arc Welding I	WLD 104	6 credits

**COMPUTER REPAIR TECHNICIAN:** 2 blocks = 2 Carnegie Units

Operating Systems Concepts	CIS 103	6 credits
Computer Installation & Maintenance	CIS 122	7 credits
Networking Fundamentals	CIS 1140	6 credits

**LAW ENFORCEMENT TECHNICIAN:** 2 blocks = 2 Carnegie Units

Introduction to Criminal Justice	CRJ 101	5 credits
Corrections	CRJ 103	5 credits
Principles of Law Enforcement	CRJ 104	5 credits
Introduction to Criminal Procedure	CRJ 105	5 credits

**PATIENT CARE ASSISTANT (PCA):** 2 blocks = 2 Carnegie Units

Nutrition & Diet Therapy	AHS 103	2 credits
Medical Terminology	AHS 109	3 credits
Interpersonal Relations	EMP 100	3 credits
Patient Care Fundamentals	CNA 100	8 credits

**PATIENT CARE TECHNICIAN (PCT):** 2 blocks = 2 Carnegie Units

Anatomy and Physiology	AHS 101	5 credits
Technical Skills for the PCT	PCT 100	8 credits

*(Must complete Patient Care Assistant (PCA) prior to becoming enrolled in Patient Care Technician (PCT))*

**SHAMPOO TECHNICIAN:** 2 blocks = 2 Carnegie Units

Introduction to Cosmetology Theory	COS 100	5 credits
Introduction to Perm Waving/Relaxing	COS 101	2 credits
Introduction to Skin, Scalp, and Hair	COS 103	4 credits
Introduction to Shampooing and Styling	COS 105	4 credits
Salon/Shop Management	COS 117	3 credits

**WEB SITE FUNDAMENTALS:** 2 blocks = 2 Carnegie Units

Introduction to Microcomputers	SCT 100	3 credits*
Networking Concepts	CIS 1140	6 credits
Internet Business Fundamentals	CIS 2191	5 credits
HTML Fundamentals	CIS 2201	3 credits

\*Remember, students may earn technical college credit by articulating approved coursework.



## FAQs Frequently Asked Questions

### *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?**

First, you need to 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 Compass Placement Exam. If you meet the minimum score requirements (see **Placement Testing** section), you must then submit an official copy of your high school transcript, which should include your grade point average (GPA) and counselor's signature.

##### **What are the West Central program requirements?**

- Students must complete the application materials and meet the minimum placement requirements.
- Students must be at least 16 years of age and a high school junior or senior.
- Students must have a minimum high school grade point average of 2.5 or 75 numeric grade.
- 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.

#### **FINANCIAL AID**

##### **Do the West Central programs at CEC cost anything?**

Because of the partnership between West Central Technical College and the Coweta County School System, high school students who are Georgia residents enrolling in West Central programs at CEC *will not* have any out-of-pocket tuition or fee expenses. However, students may incur expenses for certain textbooks, allied health fees, or uniforms (see **Books, Fees, and Miscellaneous** section). If students choose to participate in out-of-class experiences that are not part of the course requirements, additional expenses may also apply. A mandatory \$20 graduation fee will also be required of each student. **This fee is not paid by the HOPE Grant.**

#### **PLACEMENT TESTING**

##### **What is the Compass Exam?**

The Compass 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 Central programs.

### **How do I sign up for the Compass Placement Exam?**

If you do not have SAT or ACT scores that meet the minimum criteria, you must take the Compass 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 will need to sign up for the exam in one of the following ways:

- You must contact the high school counselor and sign up for a specific exam date. The counselor will then need to register you with the Office of Student Services at CEC – **OR** –
- You may contact the Office of Student Services (Office 100B/C) directly to sign up for the Compass Exam at (678) 423-2000.

### **I have taken the SAT. Can I use my scores for placement?**

Yes, you may use SAT, ACT, CPE, Asset, or Compass scores for placement if the scores meet the minimum requirements.

### **What are the placement score requirements if I want to enroll in a West Central program at CEC?**

Most of the West Central 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 430 Math 400
- **ACT:** English 18 Math 16
- **Compass:** Reading 49/70 Writing 14/23 Math 19/26 (depending on program)
- **Asset:** Reading 33/38 Writing 32/35 Math 31/35 (depending on program)

### **Will I be able to use my Compass scores after I graduate from high school?**

If the college or university you are planning to attend accepts Compass or Asset 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.

## **CLASSES**

### **Do the West Central classes count toward my high school graduation?**

Yes. A regular status student enrolled in a West Central program obtains credit toward high school graduation as well as credit toward a technical college certificate. The credits earned through West Central typically satisfy elective credits for the high school.

### **What programs are offered at CEC for high school students?**

To date, the following programs are offered:

- Advanced Dental Assisting
- Basic Dental Assisting
- Basic Publication Design
- Computer Aided Drafting (CAD-Mechanical & Architectural)
- Computer Repair Technician
- Food Production Worker 1
- Foundations of Public Safety and Criminal Justice
- Patient Care Assistant
- Patient Care Technician
- Prep Cook
- Web Site Fundamentals
- Welding:
  1. Basic Gas Tungsten Arc (TIG)
  2. Basic Shielded Metal Arc (Stick)
  3. Gas Metal Arc (MIG)

### **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 Central 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 Central classes meet?**

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

**What is the difference between a West Central class and my regular high school class?**

Coweta County School System rules still apply to the West Central classes, but there are also several differences between the college-level classes and your high school classes. As a student at CEC, 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 Central 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 Central 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 Central 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?**

Absolutely, you will need to follow the same attendance policy as you would for any other high school class. In addition, a student may be dropped from a West Central course in which the number of his/her unexcused absences exceeds 25% of the total number of course meetings in the quarter. Absences and tardies will become a part of the student's record through the work ethic grade (number grade). It is the student's responsibility to make arrangements with the instructor concerning the completion of work missed. All make-up work will be at the discretion of the instructor. Remember, even if your West Central class is not scheduled to meet one day during the week, you are still responsible for attending your high school classes.

**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 Central. If you plan to attend another college or university upon graduation of high school, you may request, in writing, that your West Central transcript, along with your placement test scores, be sent to each postsecondary institution. Your West Central transcript will be evaluated for transfer credit, and it is up to the receiving institution to accept credits from West Central. The first transcript will be sent free of charge; a \$2 charge will apply for each additional transcript request.

**BOOKS, FEES, AND MISCELLANEOUS****Do I have to buy my books?**

Regular status students enrolled in the West Central programs will receive HOPE book allowances of up to \$100 per academic quarter, which may be used toward the purchase of textbooks. The number of credit hours for which a student is registered will determine the amount of the HOPE book allowance. The HOPE book allowance may or may not cover the entire cost of the book(s). Out-of-pocket costs for the balance may apply. Students may also have additional costs for program specific supplies.

# **Section C:**

## **Course Descriptions**

# AIR FORCE JUNIOR ROTC – Newnan High & Northgate High

All AFJROTC classes are blends of material from an Aerospace Science (AS) component course, a Leadership Education (LE) course and the Wellness program. Core credit classes may emphasize the source course material 60% of contact time, with 40% devoted to the other component (AS or LE). Elective or non-core credit classes teach AS 40% of contact time, LE 40%, and Wellness 20%. Waivers to any of the above must be obtained from AFOATS/CR (or AFOATS/JR for Wellness waivers). Applicants are screened for acceptance into the AFJROTC Unit. All students accepted into the AFJROTC Unit will be required to wear the uniform at least one day a week as well as participate in close order drill.

## AIR FORCE - JROTC I

### AS-110: FRONTIERS OF AVIATION HISTORY:

This history course is an option for the first year cadet, designed to acquaint the student with the historical development of flight and the role of the military in history. About three-quarters of the available classroom hours are spent reviewing the development of flight from ancient legends through the Persian Gulf War and beyond. Additionally, the role of the military throughout the history of the United States is identified.

## AIR FORCE - JROTC II

### AS-210: THE SCIENCE OF FLIGHT:

An option for the second year student is a science course 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. Discussed here are the human circulatory system, the effects of acceleration and deceleration, and protective equipment. **This course is a prerequisite for AS-500 Aviation Honors Ground School.**

## AIR FORCE - JROTC III

### AS-300: EXPLORATION OF SPACE:

The recommended third year course is this science course. The course examines 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.

## AIR FORCE - JROTC IV

### AS-420: WORLD GEOGRAPHY: BUILDING A GLOBAL PERSPECTIVE:

Another AS option is a geography course designed to allow the students to explore and discover the processes that shape the earth, the relationships between people and environments, and the links between people and places. Through the study of geography, students will learn to see their world through many different perspectives. Whether they are looking at global patterns or the finer details of neighborhood patterns, they will develop valuable insights about the Earth, its people, and the many different kinds of relationships between them.

### AS-430: POLICY AND ORGANIZATION:

An AS option recommended for upper class cadets, this course establishes the foundation for understanding the United States Air Force and delves into the purpose of the Department of Defense and the Air Force. The text describes the functions of the four branches of service. It discusses and describes the United States' National Security Strategy and gives a brief history of the military. The Nixon, Ford, Carter, Reagan, Bush, Clinton, and the current George W. Bush administrations are discussed. It discusses the defense structure of the United States to include descriptions of the objectives, mission, and organization of the Army, Navy, Marines, and the Coast Guard. Also covered are the organization, mission, and operations of the United States Air Force. Lastly, the text focuses on current operational and personnel Air Force issues.

This is an upper class AS course for qualified cadets. The material covered is an advanced, more in-depth study of the previous aerospace topics. This course is for upper class honors cadets (juniors and seniors) only, is the foundation for students interested in receiving a private pilot's license and serves as the AS component for cadets qualified and selected to take this course as part of their overall AFJROTC class. 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. The subjects are organized in a logical manner to build upon previously introduced topics. Subjects are often expanded upon through the use of Discovery Insets, which are strategically placed throughout the chapters. Periodically, human factors principles are presented in Human Element Insets to help you understand how your mind and body function while you fly. Throughout the manual, concepts that directly relate to FAA test questions are highlighted by FAA Questions Insets. Additionally, you can evaluate your understanding of material introduced in a particular section by completing the associated review questions.

#### **LE-100: CITIZENSHIP, CHARACTER, AND AIR FORCE TRADITION:**

LE-100 introduces cadets to the Air Force Junior Reserve Officer Training Corps (AFJROTC), providing a basis for progression through the rest of the AFJROTC program while instilling elements of good citizenship. As such, it should be the first LE course taken by new cadets. 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.

#### **LE-200: COMMUNICATION, AWARENESS, AND LEADERSHIP**

This course stresses communications skills and cadet corps activities. It is normally taught to second-year cadets, but may be taught to other grade levels also. 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. Cadet corps activities include holding positions of greater responsibility in the planning and execution of corps projects.

#### **LE-300: LIFE SKILLS AND CAREER OPPORTUNITIES:**

This course will be helpful to students 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. Available also is information about financial planning and how to save, invest, and spend money wisely, as well as how not to get caught in the credit trap. Students are informed about real life issues such as understanding contracts, leases, wills, warranties, legal notices, and personal bills. Citizen responsibilities such as registering to vote, jury duty, and draft registration will also be discussed. For those students who may be moving into an apartment of their own, information is presented on apartment shopping and grocery shopping skills. Students will learn how to prepare a resume and the importance of good interviewing skills. Information will be provided for students who are interested in a career in the military, with the federal government, or an aerospace career.

## **BUSINESS/MARKETING/INFORMATION MANAGEMENT**

#### **BANKING:**

Using project-based instruction, students are introduced to the basics of the banking system; bank operating procedures, negotiable instrument, and the deposit and credit functions of banks. Methods used for measuring the financial performance of banks are analyzed. Specialized brokerage products, current issues, and future trends in banking are examined. Students explore the major functions of bank employees by completing a flow-of-work simulation. Business partnerships with community banks, guest speakers, field trips, and work-based learning activities can be incorporated in this course. **This course is offered at CEC only.**

#### **BUSINESS DOCUMENT PROCESSING:**

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.

*Prerequisite: Computer Applications*

#### **COMPUTER APPLICATIONS:**

Computer Applications is the first in a series of courses designed to provide students practical application through “hands-on” instruction. The student will become familiar with the use of the computer as a tool for both work/personal applications, computer related careers and computer terminology. Course content will also include an understanding of hardware, software, operating systems and care/operations. Correct keyboarding techniques are stressed. This course includes a practical approach to software applications including word processing, spreadsheets, database management, graphics and telecommunications.

**PRINCIPLES OF ACCOUNTING I:**

Students perform accounting activities for a sole proprietorship, partnership, and corporation following generally accepted accounting procedures. The different accounting methods used by a service business and a merchandising business are examined. Students analyze business transactions and financial statements, perform payroll and cash control activities, examine the global perspective of accounting, and evaluate the effects of transactions on the economic health of the business. **This course is offered at CEC only.**

**PRINCIPLES OF ACCOUNTING II:**

Students build on the knowledge acquired in Principles of Accounting I as they further their studies in accounting. Uncollectible accounts, plant assets, inventory, notes payable and receivable, prepaid and accrued expenses, and unearned and accrued revenues are analyzed and related adjustments are calculated. Students apply accounting procedures to the formation, dissolution, and liquidation of sole proprietorships, partnerships and corporations. Budgets are prepared, analyzing actual amounts with projected amounts, and other issues such as breakeven point, ratio analysis and comparative financial statements are examined as they relate to management decisions. In the area of manufacturing/cost accounting students record costs and expenses, calculate manufacturing cost of finished goods, determine value of inventories, and perform end-of-period work. **This course is offered at CEC only.**

*Prerequisite: Principles of Accounting I*

**BUSINESS DATA APPLICATIONS:**

Students taking the Business Data Applications course will learn advanced Excel, advanced Access, and PowerPoint. **This course is also offered at CEC.**

*Prerequisite: Computer Applications*

**BUSINESS MANAGEMENT:**

Business Management helps students understand various management theories, basic management functions and their interrelationships, and the organization and competitive niche of a business. This course will help students build a strong knowledge base and develop management skills as they study the functions of management, organizational structures, human resources management, financial management, operations management, general management skills, marketing/competitive advantage, ethics, and government regulations and community involvement. Mastery of these standards through project-based activities will help prepare students with a competitive edge for the global marketplace.

**BUSINESS LAW:**

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. **This course is also offered at CEC.**

**BUSINESS PROCEDURES:**

Business Procedures provides students with a project-based approach for preparing for careers in office systems and support services. Areas of instruction include human relations and interpersonal skills, communicating effectively, processing information and data, maintaining equipment and supplies, reprographics, organizing and planning, and managing financial functions and information.

*Prerequisite: Computer Applications*

**COMMUNICATIONS FOR BUSINESS:**

This course utilizes a project-based approach to encourage mastery of the oral and written communication skills essential for interacting effectively with people in the workplace and in society. International communication is constantly evolving and an appreciation and understanding of international communication strategies is critical to one’s future success. Of equal importance is the development of technology and processing skills critical for acquiring, interpreting, evaluating, and managing information.

*Prerequisite: Computer Applications*

**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.**

**FINANCE:**

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. **This course is offered at CEC only.**

*Prerequisite: Banking*

**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.**

**INVESTING:**

Using project-based instruction, students formulate business and individual investment decisions by comparing and contrasting the investment qualities of cash, stocks, bonds, and mutual funds. They analyze annual reports, predict growth rates, and chart trend lines. Business partnerships with investment firms, stock market simulations, guest speakers, field trips, and work-based learning activities can be incorporated in this course. **This course is offered at CEC only.**

*Prerequisite: Finance*

**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.**

**PRESENTATION TECHNOLOGY FOR BUSINESS:**

This course emphasizes the development of skills required for improved productivity in producing and editing electronic communications and professional business presentations incorporating multimedia. Students will create, format, illustrate, design, and print business presentations and utilize communication software applications to manage contacts, send/receive email, organize notes and tasks, and use calendar tools. Upon completion of this course students will be able to participate in certification examinations for presentation and communication software applications. **This course is offered at CEC only.**

*Prerequisite: Computer Applications*

**RISK MANAGEMENT AND INSURANCE:**

Using project-based instruction, students analyze risk management techniques from the viewpoints of those employed in the industry as well as from that of business owners seeking to meet risk management needs. Insurance products are evaluated in relation to cost and effectiveness. The importance of ethical practices is emphasized. Business learning activities can be incorporated in this course. **This course is offered at CEC only.**

*Prerequisite: Finance*

**INTRODUCTION TO TRAVEL AND TOURISM:**

The purpose of this course is to introduce students to the skills necessary for success in the travel and tourism industry. Students will also have the opportunity to learn about travel and tourism terminology, the history of travel, introduction to marketing, and the various careers available in travel and tourism. **This course is offered at CEC only.**

**TRAVEL AND TOURISM II:**

This course builds on Introduction to Travel and Tourism skills. 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.**

**WORKPLACE READINESS:**

Workplace Readiness emphasizes basic skills, thinking skills, and personal qualities such as self-esteem, responsibility, and self-management. Additionally, this course covers communications, mathematics, creative decision-making and problem solving. **The course is also taught at CEC.**

## COMMUNICATIONS TECHNOLOGY

**BROADCASTING & VIDEO 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.

**BROADCASTING & VIDEO 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.

**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.

## CONSTRUCTION

**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 prerequisite 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.

*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.

***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.

***Prerequisite: Carpentry I***

## **DESIGN DRAFTING – CEC Only**

#### **INTRODUCTION TO ENGINEERING DRAWING:**

Introduction to Engineering Drawings is a one-credit course that serves as an introduction to the engineering drawing and design field, and is a pre-requisite to all other courses in the Engineering Design and Drawing program. Emphasis is placed on safety, the correct use of tools and equipment, drafting media, sketching, lettering, alphabet of lines, geometric construction, and fundamentals of CAD and multi-view drawings. Students learn traditional drafting techniques through the study of geometric construction at which time they are introduced to computer aided drafting and design. The standards are aligned with the drafting and design standards in Georgia's technical colleges, thus helping to qualify students for advanced placement should they continue their education at the postsecondary level. Further, the standards are aligned with the national standards of the American Design Drafting Association (ADDA).

***Recommended Prerequisite: Algebra I***

#### **ENGINEERING CONCEPTS AND DRAWINGS:**

Engineering Concepts and Drawings is a one-credit course designed to further the development of student knowledge and skills in the engineering drawing and design field. Students learn to illustrate more complex objects using the Computer-Aided Drafting (CAD) system and develop skills in dimensioning, tolerancing, pictorials, sections, auxiliary views, and intersection and developments. While the term computer-aided design (CAD) does not appear in each competency, CAD tools and software should be used extensively throughout the course. The standards are aligned with the drafting and design standards in Georgia's technical colleges, thus helping to qualify students for advanced placement should they continue their education at the postsecondary level. Further, the standards are aligned with the national standards of the American Design Drafting Association (ADDA).

***Prerequisite: Introduction to Engineering Drawing***

## **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 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.

***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.

***Prerequisite: Dramatic Arts/Fundamentals II***

**ADVANCED DRAMA I:**

Advanced Drama I introduces acting and theater as disciplined art forms through a study of dramatic literature. This course covers methods to observe and understand human behavior and to use those observations to create a character. The course includes stage movement, physical expression, and vocal techniques.

***Prerequisite: Dramatic Arts/Fundamentals I or approval of instructor***

**ADVANCED DRAMA II:**

Advanced Drama II enhances level one skills taught in Drama I and Advanced Drama I. This course emphasizes advanced monologue work, advanced scene study, extensive audition training, student directing, and ensemble acting in a variety of productions.

***Prerequisite: Advanced Drama I or approval of instructor***

**DRAMATIC ARTS HISTORY AND LITERATURE I:**

This course introduces the historical development of theater and the literature of each historical period. It focuses on architecture, significant people, and significant events.

**DRAMATIC ARTS AND LITERATURE II:**

This course enhances level-one skills and continues to explore the development of theater and historical literature. It extends the focus on architecture, significant people, and significant events.

**MUSICAL THEATER I:**

Musical Theater I introduces the style and characteristic elements of modern musical theater. This course covers production staging, orchestration, voice and dance. This course offers opportunities for performance.

***Prerequisite: Dramatic Arts/ Fundamentals I or approval of instructor***

**MUSICAL THEATER II:**

This course enhances level one skills, with a focus on voice production and provides opportunities for performance.

***Prerequisite: Musical Theater I or approval of instructor***

**STAGECRAFT I:**

Stagecraft I introduces technical considerations of play production. This course covers properties, lighting and settings, program, box office, marketing, management, make-up, and costumes.

***Prerequisite: Dramatic Arts/Fundamentals I or approval of instructor***

**STAGECRAFT II:**

Stagecraft 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.

***Prerequisite: Stagecraft I or approval of instructor***

**STAGECRAFT III:**

Stagecraft 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.

***Prerequisite: Stagecraft II or approval of instructor***

**STAGECRAFT IV:**

Stagecraft IV enhances level one, two, and three skills.

***Prerequisite: Stagecraft III or approval of instructor***

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.

Full credit for each grade level must be earned before advancing to the next level. Ninth, tenth, eleventh, and twelfth grade English classes (4 units) are required for graduation.

**9<sup>th</sup> GRADE LITERATURE/COMPOSITION:**

9<sup>th</sup> Grade Literature/Composition is a study of English grammar including a review of the sentence (fragment, run-on, complete), phrases (prepositional, verbal appositive), and clauses (adjective, adverb, noun). There will also be a study of literature types including biography, classical heritage, short story, and drama.

**9<sup>th</sup> GRADE LITERATURE/COMPOSITION – ADVANCED:**

9<sup>th</sup> Grade Literature/Composition – 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. 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.

**9<sup>th</sup> GRADE LITERATURE/COMPOSITION – GIFTED:**

9<sup>th</sup> Grade Literature/Composition – 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. Participation in writing and speaking competitions may be required.

*Prerequisite: Placement in the gifted program*

**10<sup>th</sup> GRADE LITERATURE/COMPOSITION:**

10<sup>th</sup> Grade Literature/Composition reviews all phrases and accurate uses of the parts of speech and punctuation and capitalization. It introduces new skills and instruction in writing proper sentences and paragraphs reinforced with practical and creative writing exercises. It also includes an anthology of literature types and themes from various cultures and time periods: short stories, poems, novels, essays, and dramas. 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.

*Prerequisite: Successful completion of 9<sup>th</sup> grade literature/composition*

**10<sup>th</sup> GRADE LITERATURE/COMPOSITION – ADVANCED:**

10<sup>th</sup> Grade Literature/Composition – 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 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.

*Prerequisite: Successful completion of 9<sup>th</sup> grade literature/composition*

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**10<sup>th</sup> GRADE LITERATURE/COMPOSITION – GIFTED:**

10<sup>th</sup> Grade Literature/Composition – 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. Participation in writing and speaking competitions may be required.

***Prerequisite: Placement in the gifted program and successful completion of 9<sup>th</sup> grade literature/composition***

**11<sup>th</sup> GRADE AMERICAN LITERATURE/COMPOSITION:**

11<sup>th</sup> Grade American Literature/Composition is a review of all phrases and accurate uses of the parts of speech and punctuation and capitalization. This course offers instruction in more complex writing tasks with fluency building activities as a basis for improvement. 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 20<sup>th</sup> century. The 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.

***Prerequisite: Successful completion of 10<sup>th</sup> grade literature/composition***

**11<sup>th</sup> GRADE AMERICAN LITERATURE/COMPOSITION – ADVANCED:**

This course 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 20<sup>th</sup> 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.

***Prerequisite: Successful completion of 10<sup>th</sup> grade literature/composition***

**11<sup>th</sup> GRADE 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.

***Prerequisite: Placement in the gifted program and successful completion of 10<sup>th</sup> grade literature/composition***

**11<sup>th</sup> GRADE 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.

***Prerequisite: Successful completion of 10<sup>th</sup> grade literature/composition***

**12<sup>th</sup> GRADE 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 20<sup>th</sup> century. 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.

***Prerequisite: Successful completion of 11<sup>th</sup> grade literature/composition***

**C9**

**12<sup>th</sup> GRADE 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 20<sup>th</sup> 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.

***Prerequisite: Successful completion of 11<sup>th</sup> grade literature/composition***

**12<sup>th</sup> GRADE ADVANCED PLACEMENT (AP) LITERATURE/COMPOSITION (Two Terms):**

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.

***Prerequisite: Successful completion of 11<sup>th</sup> grade literature/composition. Teacher recommendation***

**FRESHMAN COMMUNICATION SKILLS:**

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 on the Georgia High School Graduation Test as well as strengthen the reading skills necessary for the science, social studies, and math sections of the test. **Ninth grade students reading below grade level may be required to take this course.**

**WORLD LITERATURE/COMPOSITION –11<sup>th</sup> and 12<sup>th</sup> grade only:**

This course is an advanced study of all of the major genres of literature from various cultures. In addition to extensive individual reading and expository essays based on that reading, the course includes some impromptu creative writing. A full documented research paper and /or major project is required.

**ORAL/WRITTEN COMMUNICATION – SPEECH AND DEBATE I:**

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. 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 is a 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 prerequisite required.

**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 who have learned 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.

**SOUTHERN WRITERS:**

This English elective course will explore literature written by Southern authors from colonial times through the late 20<sup>th</sup> century. Through research on the authors' backgrounds and critical analysis of their writings, students will chronicle the changing role of the South socially, politically, and economically as reflected in its regional literature. This course is designed for students in grades 11 and 12.

**C10**

**TWENTIETH CENTURY WOMEN AUTHORS:**

This English elective course will explore literature written by American women authors in the early, mid, and late 20<sup>th</sup> century. Through research on the author's background and critical analysis of the writing, students will chronicle in historical context the changing role of women socially, politically, and economically. This course is designed for students in grades 11 and 12.

**JOURNALISM I (Approval of advisor required. Submit application.):**

This course is for students in their first year on the staffs 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. No prerequisite required. This course is open to grades 10-12.

**JOURNALISM/YEARBOOK I**  
**JOURNALISM/NEWSPAPER I**  
**JOURNALISM/MAGAZINE I**

**JOURNALISM II (Approval of advisor required):**

This course is for students in their second year on the staffs 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

*Prerequisite: Journalism I.*

**JOURNALISM / YEARBOOK II**  
**JOURNALISM / NEWSPAPER II**  
**JOURNALISM / MAGAZINE II**

**JOURNALISM III (Approval of advisor required):**

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.**

*Prerequisite: Journalism II*

**JOURNALISM/YEARBOOK III**  
**JOURNALISM/NEWSPAPER III**  
**JOURNALISM/MAGAZINE III**

**JOURNALISM IV (Approval of advisor required):**

Students in this course further refine level-three skills. The range of opportunities to apply skills is broadened.

**JOURNALISM/YEARBOOK IV**  
**JOURNALISM/NEWSPAPER IV**  
**JOURNALISM/MAGAZINE IV**

## **ELECTRONICS**

*Prerequisite: Algebra I or equivalent*

**ELECTRONICS TECHNOLOGY I:**

This course introduces the field of electronics. It covers career information, safety practices, hand and power tools, AC and DC circuitry, and basic transistor theory, while emphasizing safety procedures.

**ELECTRONICS TECHNOLOGY II:**

This course enhances level I skills. It covers planning, producing, testing, assembling and installing electronics; maintaining electronic communications equipment such as radio, radar and television; repairing and maintaining industrial electronic equipment including digital computers, new electronic systems, and components; studying electron tube characteristics, low frequency amplifiers, LC and RC oscillators and transistors, and amplitude and frequency modulation.

**C11**

**ELECTRONICS TECHNOLOGY III:**

This course enhances level 2 skills. It covers digital electronics as found in modern digital control circuits. This course stresses binary math and digital circuit applications.

# FAMILY AND CONSUMER SCIENCES

## **FOUNDATIONS OF FAMILY AND CONSUMER SCIENCES:**

Foundations of Family and Consumer Sciences is a comprehensive foundation course designed to assist students in developing the core knowledge and skills needed to manage their lives by exploring the impact of today's choices on tomorrow's possibilities. Emphasis is on leadership, human development, family and parenting education, consumer economics and resource management, housing and living environments, nutrition and foods, textiles and apparel, and career preparation. Critical skills in decision-making, problem solving, critical thinking, technology, work and family management, and workplace readiness are reinforced through authentic experiences. This course focuses on the 16 National Standards for Family and Consumer Science Education as developed by the National Association of State Administrators for FACS (NASAFCS), the National Association of Teacher Educators for FACS (NATEFCS), and the National Association of Teachers for FACS (NATFCS).

## **CONSUMER SERVICES I:**

This course introduces the student to the consumer services career field and the examination of career opportunities in consumer education. Areas of study include an awareness of the consumer services industry; external influences on consumer services; an examination of consumer rights and responsibilities; consumer protection; consumer affairs and services; consumer financial planning, consumer credit, and consumer services in energy, environmental, and resource management.

## **CONSUMER SERVICES II:**

This advanced course in consumer services focuses on the development of skills to enable students to work with consumers in a variety of consumer service settings. Skills are developed in such areas as working with individuals in the exercise of their consumer rights, credit counseling, and in the management of their resources. Students also develop skills in consumer communications and public relations, product testing and demonstration, and consumer advocacy.

*Prerequisite: Consumer Services I*

## **EARLY CHILDHOOD EDUCATION I:**

Early Childhood Education and Services 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 child-care and development issues that include guiding the physical, intellectual, social, and psychological development of children. The course of study includes planning and guiding developmentally appropriate practices for working with young children, including learning activities, guidance and discipline practices, the application of basic health and safety practices, and observation of the legal requirements of early childhood education and services. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is required.

*Prerequisite: Foundations of Family and Consumer Sciences I*

## **EARLY CHILDHOOD EDUCATION II:**

Early Childhood Education and Services II enhances level one competencies in a work-based or laboratory facility by addressing the major responsibilities for the care, guidance, and instruction of young children in an early childhood education setting. This course develops skills for entry-level employment in early childhood-related occupations including teaching, managing, and supervising young children in an approved setting; an overview of managing and operating child care facilities; Georgia state care regulations; working with culturally diverse families; caring for children with special needs; parental resources, services and agencies; and career guidance. Practical applications through service learning, volunteer experiences, and internships will be included. The development of an educational portfolio for employment in early childhood education and services is required.

*Prerequisite: Early Childhood Education I*

## **INTRODUCTION TO FAMILY SERVICES:**

In this course, students get a comprehensive overview of the family and social services field, including social changes, the social environment, issues in the field, balancing work and family, and an in-depth look at professional/employment opportunities in the industry. Students also develop skills in several of the functional areas identified in the national *Community Support Skills*

*Standards* including participant empowerment, communication, and advocacy.

***Prerequisite: Foundations of Family and Consumer Sciences I***

#### **ADVANCED FAMILY SERVICES:**

This course focuses on teaching students the functional roles and responsibilities of family and social service professionals and how they apply their skills to help participants meet personal and career objectives. An in-depth study of the following *Community Support Skills Standards* will prepare students for many entry-level employment opportunities and/or postsecondary education: assessment, community and service networking, facilitation of services, community living skills and support, education, training and self-development, vocational, education and career support, crisis intervention, organizational participation, and documentation.

***Prerequisite: Introduction to Family Services***

#### **CHILD DEVELOPMENT AND PARENTING:**

This course addresses the knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development of infants and children. Topics that may be addressed include principles of physical, emotional, social, intellectual, and moral development; human needs across the ages and stages of childhood; prenatal development; impacts of heredity; impacts of the home and community environments; impacts of family and societal crisis on the development of the child; infants and children with special needs; roles, responsibilities, and challenges of parenthood; deciding when to parent; parenting and nurturing practices and skills that support positive development of the child; meeting food, clothing, shelter, and care-giving needs of infants and children; and parenting-related resources, services, and agencies.

#### **INTRODUCTION TO 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 FUNDAMENTALS:**

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.

***Prerequisite: Introduction to Interior Design***

#### **FURNITURE, ACCESSORIES, AND LIGHTING:**

This course includes classroom instruction and hands-on laboratory performance with emphasis on the fundamentals of furniture, accessories, and lighting. Topics include historical design development; antiques, collectibles, and reproduction identification; furniture styles; selection of quality furniture; upholstery materials and methods; and decorator lighting. **This course is offered at CEC only.**

***Prerequisite: Interior Design Fundamentals***

#### **WALLS, WINDOWS, AND FLOOR COVERING:**

This course includes classroom instruction and laboratory experience to develop the basic knowledge and skills needed in the areas of wall treatments, window treatments, floor coverings, and architectural finishes and treatments. **This course is offered at CEC only.**

***Prerequisite: Interior Design Fundamentals***

#### **CLASSROOM STUDIO:**

This course includes classroom instruction, laboratory, and work-site experiences. Students are engaged in long- and short-term projects that address real-life design situations and the application of the competencies they have developed in previous courses to create proposed interior design treatments and solve selected design problems. **This course is offered at CEC only.**

***Prerequisites: Interior Design Fundamentals; Furniture, Accessories, and Lighting; Walls, Windows, and Floor Covering***

#### **NUTRITION AND WELLNESS:**

In today's society, children and teens are assuming greater responsibility for their own day-to-day lives. The Nutrition and Wellness course will help them accomplish this goal. Students need a strong foundation of knowledge, skills, attitudes, and behaviors on which to build positive nutrition and wellness practices that will last a lifetime. Nutrition and Wellness enables students to realize lifelong benefits of good nutrition and wellness practices and empowers them to apply these principles in their everyday lives.

Topics include impact of daily nutrition and wellness practices on long-term health and wellness; physical, social, and psychological aspects of nutrition and wellness choices; selection and preparation of nutritious meals and snacks based on the USDA dietary guidelines. Safety, sanitation, storage, and recycling processes are also emphasized. Laboratory experiences will enhance nutrition and wellness practices that are components of this course.

#### **ADVANCED NUTRITION AND WELLNESS:**

In this course, students develop skills in the analysis of food nutrients and nutritional programs, the development of menus to meet Nutrition Standard Menu planning guidelines, the modification of menus and recipes to meet given dietary needs and weight management strategies, appropriate sanitary practices, safe use of equipment in different service assemblies, and documentation.

*Prerequisite: Nutrition and Wellness*

#### **PROFESSIONAL FOODS I:**

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 Central Technical College “Basic Culinary Service” Certificate.**

*Recommended Prerequisite: Foundations of Family and Consumer Sciences*

#### **PROFESSIONAL FOODS II:**

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 Central Technical College “Advanced Culinary Service” Certificate.**

*Prerequisite: Professional Foods I*

## **GIFTED**

### **The REACH Program for Gifted Students, Grades 9-12**

**The options listed below are available only to gifted students who are eligible and who meet the system’s criteria for continuation.**

- Every high school will be staffed to offer gifted resource classes in English and/or social studies. The recommended maximum number of students in these resource classes is 21.
- Additional options for gifted students include the following:
  - o Gifted/regular *cluster* classes in advanced-level only English, mathematics, science, social studies classes (prerequisite #2)
  - o Gifted classes/services such as Joint Enrollment as prescribed under Post-Secondary Options, College Board--Advanced Placement courses, additional in-depth study in advanced-level only English, mathematics, science, and social studies classes
  - o Gifted services using “Collaborative Teaching” in which the content-area teacher has a regularly scheduled collaborative planning period with the school’s gifted specialist (Prerequisites # 2 and 3)

### **C14**

#### **NOTE:**

*While these options are available, the scheduling of any particular class will depend on certain noted prerequisites, i.e., having 1) the minimum number (17) of gifted student requests, 2) a gifted-certified teacher available, and 3) the final approval of the principal or his designee.*

For additional information, contact the designated teacher of the gifted in your school.

## GRAPHIC ARTS

*Prerequisite: Computer Applications*

### **INTRODUCTION TO GRAPHIC COMMUNICATIONS** (formerly Graphic Arts I):

This one credit course is the first in a series that prepares the student for employment or entry into a postsecondary education program in the graphic communications career field. Through hands-on activities, students develop skills in design and layout using QuarkXpress, Adobe Illustrator, and Adobe Photoshop. Projects include designing and producing personal business cards, calendars, notepads, and t-shirts. As students advance, they work on more complex projects and practice management skills. Opportunities are available for internships as the student progresses through the program. Field trips and job shadowing opportunities are offered to help students develop an awareness of careers in graphics. Graphic Communications is not an art class, and art skills are not necessary for success. However, those students with an interest in commercial art will gain many valuable skills in the program.

### **FUNDAMENTALS OF GRAPHIC COMMUNICATIONS** (formerly Graphic Arts II):

This one credit course provides an opportunity for the student to gain fundamentals of graphic communication, which leads to the completion of standards for the PrintEd accreditation requirement for Introduction to Graphic Communication instructional area, as well as, some of the standards in Digital File Preparation and Press Operations instructional areas of PrintEd. Topics include: Image Capture, Digital File Output, Illustration, Page Layout, Press Operations, Job Application and Interpersonal Skills. Successful completion of 80% of the standards in this course and course 48.525 Introduction to Graphic Communications, in a PrintEd accredited program, will complete the requirements for a competency card and enable the student to take a PrinEd National Exit Examination. Also, skills learned in this course are reinforced through participation in Skills USA VICA.

*Prerequisite: Introduction to Graphic Communications*

### **PRESS OPERATIONS** (formerly Graphic Arts III):

This one credit course provides the student an opportunity to build on Press Operation Skills learned in the Introduction courses. Sufficient laboratory work is provided so that a student who successfully completes 80% of the standards in this Practicum, in an accredited program, may earn a PrintED Competency Card in Press Operations and will enable the student to take a printed National Exit Examination. Also, skills learned in this course are reinforced through participation in Skills USA VICA. If the local system selects a work-based learning experience in order for the student to learn on industry equipment, then ALL standards must be followed, according to this outline.

*Prerequisite: Fundamentals of Graphic Communications*

### **DIGITAL FILE PREPARATION** (formerly Graphic Arts IV):

This one-credit course provides an opportunity for the student to build on skills learned in the introductory courses. Topics include Digital File Preparation and Digital File Output. Successful completion of 80% of the standards in this course, in an accredited program, allows the student to earn a competency card in Digital File Preparation and enables the student to take a PrintEd National Examination. Also, skills learned in this course are reinforced through participation in Skills USA VICA. If a local system institutes or approves a work-based learning experience for the student, ALL standards stated below must be followed.

**Prerequisite: Fundamentals of Graphic Communications**

## HEALTH AND PHYSICAL EDUCATION

### **HEALTH AND PERSONAL FITNESS:**

This course explores the mental, physical and social aspects of life and how each contributes to total health and well-being. It emphasizes safety, nutrition, mental health, substance abuse prevention, disease prevention, environmental health, family life education, health careers, consumer health and community health. **THIS IS A REQUIRED COURSE FOR ALL STUDENTS.**

**C15**

### **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.

**DANCE:**

This course introduces level, range, force, and focus in the exploration of space through music and dance. The course may include creative and expressive dance, folk and ethnic dance, and square dance or experiences developing fitness and the ability to synchronize movement with musical structure.

**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.

**C16**

**EXERCISE AND WEIGHT CONTROL:**

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

**ADVANCED EXERCISE AND WEIGHT CONTROL:**

This course provides self-management and adherence strategies to continue weight control through a safe and effective exercise program.

**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.

## **HEALTH SCIENCES – CEC Only**

**INTRODUCTION TO HEALTHCARE SCIENCE (Formerly - Health Science Technology I):**

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.

**APPLICATIONS OF HEALTHCARE SCIENCE (Formerly - Health Science Technology II):**

Health Occupations is designed for students who have sincere interest in a health care career and an aptitude for science and mathematics. The purpose of the health occupations curriculum is to assist the student to make a realistic career choice and to prepare the student for entry-level employment (the assistant or aid level) in any of the following health fields: nursing, dental, medical laboratory, mental health, physical therapy, respiratory therapy, medical office, central supply technician, emergency medicine, dietary, childcare, home health, hospital institution housekeeping, ward clerk, and radiology technology.

*This course includes a clinical rotation. Students provide their own uniform and transportation to the site.*

**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 Central from Basic EMT is planned. The students will take the National Registry Examination.

## **HORTICULTURE – CEC Only**

**GENERAL HORTICULTURE:**

Students learn how to establish and care for plants in the landscape. They practice garden construction as well as the many aspects of caring for trees, shrubs, and flowers. Students will become familiar with the hand tools and power equipment used for gardening. This class involves outdoor work on the school campus.

**C17**

**LANDSCAPE DESIGN AND MANAGEMENT:**

In this class, students will explore careers in the landscaping industry. They will identify and learn the growing requirements of trees and shrubs that are used in the landscape. The students will draw house plans with appropriate landscape plants in the plan. Creativity is more important than artistic ability for success in this class.

**FLORICULTURE PRODUCTION AND MANAGEMENT:**

Students explore the floriculture industry learning the techniques of commercial production. In the greenhouse, students will grow crops including poinsettias, geraniums, mums, bedding plants, and hanging baskets.

**FLORAL DESIGN AND MANAGEMENT:**

Students learn the basics of flower arranging and flower shop management. They will make various styles of flower and balloon arrangements as well as seasonal designs. Advanced students will complete wedding and funeral arrangements.

**PLANT SCIENCE AND BIOTECHNOLOGY:**

This is a hands-on course aimed at building science literacy in biotechnology. Students will study tissue culture, cloning, biotechnology issues. This knowledge is important for individuals who need to make wise choices at the grocery store, the voting booths, and the doctor's office. **This course offers flexibility in scheduling as it may be counted as a third horticulture course, as a third science for a CTAE Preparatory endorsement, or as a science elective for a College Preparatory endorsement.**

**TURF PRODUCTION AND MANAGEMENT:**

This course introduces procedures to establish, manage, and maintain ornamental or recreational turf, to prepare and maintain athletic fields and playing surfaces and to produce and market turf. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.

**ADVANCED LANDSCAPE DESIGN:**

This course provides students with an opportunity to develop advanced skills in landscape design and applications. This course prepares students in advanced design, drawing and installation techniques emphasizing computer-aided design and new technology. Also included in the advanced landscape course are in-depth business management procedures, labor management, sales techniques and advanced landscape construction. The course will allow for further skill development in care and culture of landscape plantings including insect and disease control and machinery operation and management. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities of the FFA.

<b>INFORMATION TECHNOLOGY – CEC Only</b>
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**CISCO I:**

In this class, students will learn the concepts, theories, and terminologies used in network configurations in general while learning how they specifically apply to Cisco networking devices. In this first semester, students will concentrate extensively on the OSI reference model, along with binary numbering, IP addressing, subnetting, and network topologies. This course provides basic training in Cisco Network Equipment with the fundamentals of networking heavily emphasized.

This is a web-based curriculum with tests given online. Students with Internet access will be able to access the class materials from home.

*Prerequisites: Network+ or Computer Repair*

**CISCO II:**

This class is a continuation of Advanced Networking I. It will build on the concepts, theories, and terminologies covered in the previous class. In this second semester, students will concentrate extensively on the routers and routing protocols, along with basic training in Cisco Network Equipment and the fundamentals of networking. This is a web-based curriculum with tests given online. Students with Internet access will be able to access the class materials from home.

*Prerequisite: Advanced Networking I*

**FUNDAMENTALS OF AVIATION:**

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.

### **INTRODUCTION TO INFORMATION TECHNOLOGY:**

This course provides an introduction to the three basic parts of information technology: web development, computer architecture, and networking. A combination of computer-based learning and hands-on lab assignments will be used in this class, along with a group project that will incorporate all of the sections together. This is a computer-based training model with the majority of instruction coming from the computer curriculum. Tests are given online.

### **INTRODUCTION TO JAVA PROGRAMMING:**

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.

### **AP COMPUTER SCIENCE:**

This is a full year (2 semester) college-level introduction to Computer Science. This course will teach the Object-Oriented design concept, basic data structures, program implementation, and program analysis. The major hardware and software components of computer systems will also be covered, as well as the ethical and social implications of computing systems. Java will be used to teach these concepts as students create original code and programs to complete class projects. Portfolios will be built of the student's work.

**Prerequisite:** *Strongly recommend Introduction to Java Programming*

### **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.

### **NETWORK+:**

This class is designed to prepare students to take the CompTIA Network+ exam. Students will learn about network hardware, topologies, protocols, and standards, along with implementation and problem trouble-shooting. This is a computer-based training model with the majority of instruction coming from the computer curriculum. Tests are given online.

### **CABLING AND SMART HOME TECHNOLOGY:**

This class gives students extensive hands-on experience in a realistic work environment. Theory and hands-on experience are provided in voice, video, and data cabling to fully prepare students to succeed in cable-installation jobs. The Smart Home portion of the class provides training in home security, basic computer networking, audio/video systems, and system integration.

## **INTRODUCTION TO TEACHING**

### **INTRODUCTION TO TEACHING I:**

This course is designed for juniors and seniors with good averages and excellent attendance who are interested in the field of education. Instruction stresses interpersonal communication skills and requires that the student be able to work with students of a wide variety of ages, skills, and abilities. The course relies on guest speakers for many presentations and offers hands-on experience with middle school and elementary school children. **Teacher Cadets must have good recommendations from previous teachers and go through the interviewing process before being selected.**

C19

### **INTRODUCTION TO TEACHING II:**

Teacher Cadets II is open to those students who have successfully completed Teacher Cadets I. This class is an elective, and requires instructor approval. Students are assigned to a school, grade level, and teacher and are exposed on a daily basis to the world of teaching. Students develop a basic understanding of the classroom teacher and are required to perform various duties necessary in teaching.

**Course Objectives:**

1. To prepare for future education in the field of teaching
2. To explore the world of teaching and gain additional insight into how to teach effectively
3. To develop desirable work attitudes and traits
4. To develop abilities to work with all types of learning styles and barriers to learning
5. To apply classroom theory to realistic work situations

**Prerequisite:** *Introduction to Teaching I*

## 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.**

**MCJROTC LE 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.

**MCJROTC LE 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.

**MCJROTC LE 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.

**MCJROTC LE 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.

## MATHEMATICS

The major goal is to offer a mathematics curriculum in both college preparatory and vocational/technical preparatory programs to develop mathematical skills that will ensure success in post-secondary and/or in the world of work. The mathematics curriculum in Coweta County high schools provides appropriate courses to encourage the intelligent use of the mathematics that students will need later in life. A balance between the major aspects of the subject and usage of appropriate problem solving techniques and technological tools is stressed in all courses at all levels.

**CONCEPTS OF PROBABILITY AND STATISTICS:**

Concepts of Probability and Statistics emphasizes developing statistical concepts through data exploration and analysis; summarizes data, median, mean, quartiles and outliers; organizes and displays data through tables, graphs, and plots. This course includes estimating probabilities, the relationship between estimated and theoretical probabilities, sampling and randomness, using computers and other forms of simulations and experiments.

This course is designed for students in the Technology/Career Education program.

**C20****CONCEPTS OF PROBLEM SOLVING/ALGEBRA (MUST TAKE BOTH TERMS):**

Concepts of Problem Solving and Concepts of Algebra introduce algebraic and geometric concepts emphasizing a hands-on approach of modeling concepts of addition, subtraction, multiplication, and division, evaluating expressions, solving equations and inequalities, and exploring characteristics of geometric figures. These courses provide a hands-on, exploratory mathematics alternative to Algebra I. Real-life applications of algebra are stressed. These courses are designed for students in the Technology/Career Education program. Successful completion of both terms will meet the algebra requirement for high school graduation.

**APPLIED PROBLEM SOLVING:**

Applied Problem Solving focuses on problem solving using technology such as the scientific or graphing calculator. It includes topics from the mathematical areas of number operations, estimation, measurement and geometry, ratio and proportion, and data representation and analysis. Successful completion of both Applied Problem Solving and Applied Algebra will meet the algebra requirement for high school graduation.

**APPLIED ALGEBRA:**

Applied Algebra focuses on problem solving using technology such as the scientific calculator, graphing calculator, and computer software to solve practical problems. Algebraic concepts are emphasized and embedded throughout the strands of this course. Mathematical topics include precision, accuracy, and tolerance; powers and roots; formulas; linear equations; graphing data; nonlinear equations; inequalities; factoring; patterns and functions; quadratics; systems of equations; statistics and probability. This course includes applications across the various Technology/Career Education strands. Successful completion of both Applied Problem Solving and Applied Algebra will meet the algebra requirement for high school graduation.

*Prerequisite: Applied Problem Solving*

**APPLIED GEOMETRY:**

Applied Geometry focuses on problem solving using available technology within a geometry curriculum. The goal of the course is to provide students with a strong geometry background from a hands-on, problem solving approach. Mathematical topics include: right angle relationships, trigonometric relationships, geometry in the workplace, spatial visualization, coordinate geometry, transformations, logic, solving problems using computer applications, and quality assurance and process control. Applied Geometry includes applications across the various Technology/Career Preparatory strands.

**MATHEMATICAL MONEY MANAGEMENT:**

Mathematical Money Management provides a core mathematics course for juniors or seniors in the Technical/Career Education program and an elective class for students in the college preparatory program. It **does not** count as a mathematics credit for the college preparatory program. Students who take this class need to have completed their Algebra I credit. Skills will be studied that will enable students to make informed decisions about managing their money.

**ALGEBRA I (YEAR LONG):**

This course is for students who have not been enrolled in or passed Algebra I prior to 9<sup>th</sup> grade. Algebra I will be a year long course and students will receive 2 units of Carnegie credit – one for pre-algebra and one for Algebra I. Students who take Algebra I in the 8<sup>th</sup> grade and choose to receive credit will enroll in Algebra II. Students who take Algebra I in the 8<sup>th</sup> grade and elect not to receive credit may take either one term Algebra I, or the year long Algebra I and then move to Algebra II.

**ALGEBRA I:**

Algebra I introduces algebraic concepts such as working with variables, solving equations, graphing linear equations and inequalities, and solving radical expressions and quadratic equations. This course is for students who have already taken Algebra I and need further study to ensure their success in Algebra II.

**ALGEBRA II:**

Algebra II extends Algebra I skills. In this course, students will use calculators and computers to assist in problem solving. This course emphasizes polynomial, exponential, and logarithmic functions and the extension of number to irrational and complex numbers. It covers in-depth graphing, systems of linear equations and inequalities, and quadratics.

*Prerequisite: Algebra I*

**C21****INFORMAL GEOMETRY:**

Informal Geometry provides a visual approach to conceptualizing. This course uses informal logical reasoning processes including deductive and inductive reasoning, synthetic, coordinate, and transformational approaches to study congruence, similarity, parallelism, symmetry, and perpendicularity. The integration of algebraic skills and concepts to solve geometric problems is stressed.

*Prerequisite: Algebra I or Applied Problem Solving and Applied Algebra, and Algebra II*

**EUCLIDEAN GEOMETRY:**

Euclidean Geometry provides a visual approach to conceptualizing. This course uses informal and formal logical reasoning processes including deductive and inductive reasoning, synthetic, coordinate, and transformational approaches to study congruence, similarity, parallelism, symmetry, and perpendicularity. The integration of algebraic skills and concepts to solve geometric problems is stressed.

*Prerequisite: Algebra I and Algebra II*

**STATISTICS:**

Statistics enables students to apply statistical methods in problem solving using data collected through experimentation, computer simulations, and various sources. It provides opportunities to model statistical methods, derive probabilities, and make inferences. It presents applications of statistics in real-life situations and shows how misleading statistics could be better presented.

*Prerequisite: Algebra I and Algebra II*

**AP STATISTICS (MUST TAKE BOTH TERMS):**

AP Statistics follows the College Board syllabus for the Advanced Placement Statistics Examination. This course covers four major themes: exploratory analysis, planning a study, probability, and statistical inference.

*Prerequisite: Algebra I and Algebra II*

**ALGEBRA III:**

Algebra III is a college-prep course for students who have passed Algebra II and Geometry. Realistic problem solving in concrete situations is emphasized. Algebraic and geometric topics are approached using numerical methods and appropriate technology. This class helps students prepare for Advanced Algebra and Trigonometry and/or college algebra.

*Prerequisite: Either Euclidean Geometry or Informal Geometry, and Algebra II*

**ADVANCED ALGEBRA AND TRIGONOMETRY:**

The purpose of this course is to provide a strong foundation for higher mathematics, such as calculus. It enhances algebra skills and introduces trigonometry through calculators and computers and emphasizes real and complex numbers, conic sections, functions, problem solving and other advanced algebra topics.

*Prerequisite: Either Euclidean Geometry or Informal Geometry, and Algebra II*

**CALCULUS (NON-AP):**

Calculus provides a foundation for the study of advanced mathematics. It includes a study of elementary functions, limits and continuity, derivatives, differentiation, applications of derivatives, integration and applications of the integral. Many of the topics taught in Advanced Placement (AP) Calculus are taught in the Calculus course.

*Prerequisite: Advanced Algebra and Trigonometry*

**ADVANCED PLACEMENT CALCULUS (MUST TAKE BOTH TERMS):**

Advanced Placement Calculus follows the College Board syllabus for the Advanced Placement Calculus AB Examination. 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 sequence and series.

*Prerequisite: Advanced Algebra and Trigonometry*

**ADVANCED CALCULUS:**

Advanced Calculus provides advanced topics in calculus and linear algebra. Topics include Newton's method, surfaces of revolution, vectors, differential equations, determinants, linear transformations, orthogonality, and eigen values.

*Prerequisite: AP Calculus*

**C22****DISCRETE MATHEMATICS:**

Discrete Mathematics involves the study of objects and ideas that can be divided into separate or discontinuous parts. Possible topics considered include: problem solving, reasoning, communication, decision making, graph theory, combinatorics, discrete probability, recursion, matrices, sets, logic, functions and relations, real number system and algebraic structures.

*Prerequisite: Either Euclidean Geometry or Informal Geometry, and Algebra II*

**MULTI-VARIABLE CALCULUS:**

This class is designed specifically for students who have completed AP Calculus AB and BC, AP Statistics, Discrete Mathematics and Advanced Calculus. The following topics about functions with several variables will be covered in this one semester class: Limits and continuity, partial derivatives, differentials, chain rules, directional derivatives and gradients, tangent planes and normal lines, extrema of functions of two variables, Lagrange multipliers, iterated integrals, area in the plane, double integrals and volume, polar coordinates, surface area, triple integrals and their applications, and vector analysis. The following differential equations will be studied: exact first order, first-order linear, second-order linear, and second-order nonhomogeneous.

## **METAL JOINING/WELDING**

### **INTRODUCTION TO METALS:**

This course introduces participants to the three major technical occupations (welding, sheet metal, and machining) that are available in the metal forming, manufacturing, and metals/construction industries. The various activities equip high school students with the skills needed to select a metal industry occupation, enter the work force, and continue to advance in one of these specialized metals occupations. Experiences include an introduction to the basic requirements of each of these fields, exposure to the structure and nature of career opportunities, and an introduction to types of training and skills required and the use of specialized tools, equipment, and materials. Approximately one-third of students' time is invested in the technical aspects of the occupation with the majority of their time (two-thirds) committed to performance-based, metals-related lab activities. This course is designed to familiarize students with fundamentals of various metal occupations for the purpose of preparing them to select either welding, sheet metal, or machining for more highly specialized training in subsequent courses.

### **ARC WELDING PROCESSES I:**

This course is designed to allow students to master basic welding techniques. Students will identify, rate, select, and use proper weld techniques to produce quality beads. The student will also properly prepare base metal to produce good weld quality.

## **PRE-ENGINEERING**

### **PRE-ENGINEERING I:**

This course is designed to provide students with in-depth knowledge and skills to succeed in entry-level employment, or advanced education and careers in the engineering and manufacturing industries when coupled with three of the related cluster courses. Areas of focus in this course are: quality control, design, manufacturing processes, electricity and electronics, mechanical systems (including hydraulics and pneumatics), and automation and material handling (robotics).

### **ENGINEERING APPLICATIONS:**

This course is an advanced level of Pre-engineering. This course adds the next level of skills for those students interested in technical careers related to any type of engineering, including manufacturing.

### **ROBOTICS**

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.

C23

## **SCIENCE**

The State Board of Education requires all students to take three (3) full years of science. However, the Coweta County School System recommends that all students take four (4) years of science.

### **BIOLOGY:**

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 – 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.

**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 may not be taken after the completion of Physics.**

**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.

*Prerequisites: A or B in 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: Biology, Algebra I, Algebra II or Geometry*

**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.

*Prerequisite: Advanced Biology, Algebra II or Geometry (or taking Algebra II or Geometry) with grades of A or B*

**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.

*Prerequisite: Satisfactory grade in 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.

*Recommended prerequisites: Algebra I and II, Geometry, and Chemistry*

**PHYSICS I (Non-Trigonometry Based):**

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.

**C24**

**PHYSICS I - ADVANCED (Trigonometry Based):**

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.

*Prerequisites: Algebra I & II, Geometry, Advanced Algebra & Trigonometry (may be taken concurrently), and Chemistry*

**ADVANCED PLACEMENT (AP) PHYSICS B - (MUST TAKE BOTH TERMS):**

The AP Physics B course includes topics in both classical and modern physics. Knowledge of algebra and basic trigonometry is required for the course. The basic ideas of calculus may be introduced in connection with physical concepts such as acceleration and work. Understanding of the basic principles involved and the ability to apply these principles in the solution of problems are the major goals of the course.

**EARTH SCIENCE:**

This course is a scientific approach to the study of the Earth and its environment. Areas to be covered include astronomy, meteorology, geomorphology, physical and historical geology.

**HUMAN ANATOMY AND PHYSIOLOGY:**

This is an advanced science course designed for college bound students and for those interested in a career in the medical profession. This course may be selected as an elective science unit for a college prep diploma. 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.

*Prerequisite: Grade of B or higher in Biology*

**SCIENCE, TECHNOLOGY AND SOCIETY:**

This course covers topics such as ecosystems, natural resources, pollution, world populations, the impact of technological advances, and local problems. Students will be required to describe several short-term and long-term local problems and suggest solutions for these problems.

**ASTRONOMY I:**

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. This course is recommended for students in grades 10-12.

**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.

*Prerequisites: Biology*

**ENVIRONMENTAL SCIENCE:**

Environmental Science is the study of relationships among the living and non-living parts of the environment. Classes will investigate the intricate dynamics involved in the codependency of organisms and their surroundings. Impacts of the human species will be covered. Field studies, field trips, and out-of class investigations will be included. See pages A11 and A12 for programs of study. This course may count as the third science for the technical/career prep diploma. It may count as a science elective for the College Prep/Dual Diploma. This science course takes the student into the world of hands-on application. "The world is the lab." The course includes, but is not limited to:

- o Environmental Technology/Water
- o Biotechnology
- o Ecology
- o Meteorology and Forecasting
- o Alternative Energy
- o Geography and Science
- o GPS – Global Positioning System
- o GIS – Geographical Information System

*Prerequisites: Biology*

**GEOLOGY:**

This elective course in Geology concentrates on physical geology topics using an introductory, non-mathematical approach. Basic geological concepts, processes, and earth materials will be covered. Earth-shaping processes (glaciers, volcanoes, earthquakes, and rivers) will be given the greatest emphasis. It will also deal with topics in historical geology. Modern geological and biological methods for interpreting the Earth's history will be studied. Fossil evidence will be examined in tracing the origin and evolution of life.

### **PLANT SCIENCE AND BIOTECHNOLOGY:**

This is a hands-on course aimed at building science literacy in biotechnology. Students will study tissue culture, cloning, biotechnology issues. This knowledge is important for individuals who need to make wise choices at the grocery store, the voting booths, and the doctor's office. **This course offers flexibility in scheduling as it may be counted as a third horticulture course, as a third science for a CTAE Preparatory endorsement, or as a science elective for a College Preparatory endorsement.**

### **ZOOLOGY:**

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.

*Prerequisites: Biology*

## **SOCIAL SCIENCES**

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

### **CIVICS:**

Civics is the study of our system of government. Highlighted areas will be the three branches of the federal government, the Constitution, political parties and elections, and state and local government. Students may be required to enter the History Day Contest. Civics will be taught in the 9th grade for a full term and will allow for in-depth instruction in government and citizenship to better prepare students for the high school graduation exam. This course is required for graduation.

### **CIVICS – ADVANCED:**

Advanced Civics is an in-depth study of our system of government. Emphasis will be placed on the Constitution, three branches of federal government, political parties, state and local government, as well as foreign relations in order to encourage active citizenship. Social studies content will form the basis of a vocabulary/reading program to prepare students for the PSAT and high school graduation exams. This course will stress the importance of writing and research in a college-prep program. Civics is a required course for graduation.

### **CIVICS – GIFTED:**

Gifted Civics is an in-depth look at governmental structure with emphasis on the Constitution, three branches of the federal government, political parties, and foreign relations. Current events will be a key element of the course. Emphasis will be placed on critical and creative thinking, problem solving, research, and communication skills, with some attention to the roles that gifted citizens play in modern society. Social studies content will form the basis of a vocabulary/reading program to prepare students for the PSAT. Participation in History Day, the Social Science Fair, or other social studies related competitions might be required.

*Prerequisite: Placement in the gifted program*

### **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.**

### **C26**

### **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.

### **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.

***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. This class is designed and streamlined.

**ADVANCED PLACEMENT (AP) U.S. HISTORY (MUST TAKE BOTH TERMS) :**

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. **Teacher recommendation is required.**

**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.

**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.

***Prerequisite: U.S. History***

***Junior or Senior; Teacher recommendation required***

**AMERICAN GOVERNMENT:**

This course will center on the structure and functioning of the United States government in comparison to other types of government in the world. Our system of democracy, checks and balances, political parties, political behavior, and civil rights will be compared to other nations, both Communist and non-Communist. Current magazines and newspapers will be used, and students will be expected to keep themselves informed on current events.

***Prerequisite: Civics***

**C27**

**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.**

**AP MICROECONMICS:**

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.

**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.

**ECONOMICS – GIFTED:**

Gifted Economics is an interdisciplinary approach to studying the basic elements of the U.S. economy, along with a comparison of world economics. Current events will be a key element of the course. Critical and creative thinking, problem solving, research, and communication skills will be stressed. The class will consider the roles that gifted citizens play in modern society.

Social studies content will form the basis of a vocabulary/reading program to prepare students for the PSAT. Participation in History Day, the Social Science Fair, or other social studies related competitions might be required.

*Prerequisite: Placement in the gifted program*

**MODERN MILITARY HISTORY:**

This is a junior and senior level history class designed to give the students a better and deeper understanding of the events starting at the end of WW I and ending in 1948, that shaped the world today. The focus of the class will be the people, places, politics, technology and events during World War II. There is no textbook; instead the class will be based on a series of in-class as well as outside-of-class readings. By the end of the class, students will be able to understand the dates, names, and important events of World War II, as well as the impact it had on the world today.

*Prerequisite: World History, Civics, Recommendation from World History Teacher, and Computer Access*

**THE VIETNAM WAR:**

This course is a history elective for 11<sup>th</sup> and 12<sup>th</sup> 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.

**WORLD WAR II:**

This course is a history elective for 11<sup>th</sup> and 12<sup>th</sup> 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.

**LOCAL AREA STUDIES USING GEOGRAPHIC INFORMATION SYSTEMS (GIS):**

This is a technical geography course that connects social studies to the world of computers. Students will learn to map information cartographically using GIS (Geographic Information Systems). Students will not only learn local geography, but will also learn how to understand and use GIS. **This course is taught at CEC only.**

**C28****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.

### **HISTORY OF WOMEN IN AMERICA:**

Beginning with the colonial period and continuing through the 21<sup>st</sup> century, this course will focus on the involvement of women in the American Revolution, eight wars, settling the frontier, the industrialization of America, the progressive reforms of the early 1900s, times of national crisis (The Depression, etc.), the development of scientific progress, excellence in the area of fine arts, and participation in government. In addition, the struggle for the civil rights of women as a minority will be an underlying theme throughout the course.

### **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.

### **VIRTUAL HIGH SCHOOL:**

Imagine classrooms without walls, where students are able to attend their classes 24 hours a day, seven days a week. Imagine a nearly limitless selection of courses – courses that are innovative and technologically rich, courses that are in the areas of core academics, technology, courses for language minorities. Imagine students working cooperatively online with others from a wide variety of different ages, ethnicities, backgrounds, and geographic locations. What you are beginning to imagine is the reality of the Virtual High School. One of the unique aspects of the Virtual High School is that it provides educational course access not previously available. Across the country, thousands of students are taking content-rich, credit-bearing high school courses never before offered in their buildings. More than 125 classes are available. **This is an independent study via the Internet at Newnan High School, and is only available to students who can work independently. An application process is in place that will take into account recommendations from your current teachers.**

### **YOU 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.

## **SPECIAL EDUCATION**

Special education services are services that are determined necessary for a student in special education by the Individual Educational Plan (IEP) team and that are indicated in a student's IEP. Special education services are provided to enable the student to advance appropriately toward attaining the annual goals in his/her IEP; to be involved in and make progress in the general education curriculum and to participate in extracurricular and other nonacademic activities; and to be educated and participate with other students with disabilities and nondisabled students in academic, nonacademic, and extracurricular activities. **All Special Education Services for a student in special education are determined by the IEP team and are indicated in the student's IEP.**

### **C29**

**Least Restrictive Environment (LRE)** - each school system is required to ensure that to the maximum extent appropriate, students with disabilities shall be educated with students who are not disabled. Special classes, separate schooling or other removal of students with disabilities from the regular class environment shall occur **ONLY** when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

### **ACADEMIC SERVICES:**

**Resource services** – are services that are in a special education pull-out class and provided outside of the regular education class.

**Collaborative Services** – are services that are provided in the regular education class and can reflect many different models depending on the needs of the student.

Collaborative services can include a co-teaching model where the special education teacher works jointly with the general education teacher and the student in providing the student’s specially designed instruction or supplemental aids and services per his/her IEP; a teacher support/indirect services model where the special education teacher assists the regular education teacher in understanding the needs of the student and in implementing the student’s specially designed instruction or supplemental aids and services per his/her IEP; and support services model where personnel such as paraprofessionals, interpreters, job coaches and other assistive personnel assists the regular education teacher and the student in providing the student’s specially designed instruction or supplemental aids or services per his/her IEP.

- **Resource and Collaborative academic services follow the Quality Core Curriculum (QCC) and/or the Georgia Performance Standards (GPS) as required by the State of Georgia and administer any standardized state test required, such as the End of Course Test (EOCT). These courses count for Carnegie Credit towards a diploma.**

\*\*\*Refer to the course description for academic courses in the regular education courses section.

### **OTHER SERVICES:**

**\*\*The following services may be recommended as needed services by the student’s IEP Team.**

#### **RESOURCE LEARNING STRATEGIES/SUPPORT**

This course is designed to provide academic support and learning strategies that are essential for a student per their IEP to enable them to participate in the regular academic courses. Pre-viewing and reviewing of materials and content from the student’s academic classes will be stressed. Additional learning strategies that are necessary for a student per his/her IEP will be taught and utilized in the course.

#### **RESOURCE STUDY SKILLS**

This course is designed to provide essential study skills and techniques for a student per his/her IEP that will enable them to participate in all studies. Skills such as time management, test-taking strategies, organizational skills, thinking skills, outlining, note taking, etc. will be stressed.

#### **RESOURCE CAREER PREPARATION**

#### **RESOURCE WORKPLACE READINESS**

#### **RELATED VOCATIONAL INSTRUCTION (RVI)**

Related Vocational Intervention support services provide assistance to students with disabilities in technology/career education classes. A special education teacher or assistive personnel such as a paraprofessional assists the regular education teacher in understanding the needs of the student and in implementing the student’s specially designed instruction or supplemental aids and services per his/her IEP. In addition, they may structure transitional services to assist students with postsecondary goals and job placement.

### **C30**

#### **RVI WORK BASED LEARNING (RVI Coop)**

One extension of RVI support services is work-based learning for students in special education that are unable to participate in the regular education work-based learning programs. Work-Based Learning offers students numerous learning opportunities beyond the classroom by allowing them to explore career options by working with businesses and organizations. The goal of RVI Work-Based Learning is to provide structure Work-Based Learning experiences for students with disabilities. Work-Based Learning means activities that involve actual work experience or connect classroom learning to work. Work-Based Learning experiences are divided into two primary categories: paid experiences and non-paid experiences.

**\*\*Additional selected services/courses may be offered as determined by a student’s IEP Team.**

### **NON-CARNEGIE CREDIT COURSES:**

### **Carnegie Credit – Important Note:**

Any functional service/class or CBVI program taken through the Special Education Department **DOES NOT** count for Carnegie credit through the state department. These classes are following an *aligned* curriculum with the state's QCCs or GPSs and the goals and objectives as stated in the student's IEP; therefore, Carnegie credit is not awarded. Students taking these types of classes should be working on their goals and objectives from their IEP for graduation not Carnegie credits.

**\*\*The following services may be recommended by IEP Team.**

### **FUNCTIONAL SERVICES**

All students must access the GPS and/or QCCs per their grade level. In addition to accessing these standards as required by the state, functional services/classes also focus on real life activities that reinforce and enhance functional skills in reading, writing, and mathematics. They focus on independent living survival skills. They promote independence after graduation including responsibilities that go hand-in-hand with vocational training and gainful employment. The goal of these classes is to improve adaptive behaviors, functional academics, and encourage and teach students how to become well-rounded, active, and productive members of society. The students' goals and objectives from their IEP will be incorporated into the class as part of the criteria for passing the class.

### **CBVI**

The community based vocational instruction program is designed to provide a hands-on experience where students learn marketable skills for transition into the world of work upon graduation. Students are also involved in learning pre-vocational skills and personal management skills. CBVI may also introduce career and continuing education options and covers surveying community resources, developing employability skills, assessing employability strengths and weaknesses and visiting job sites and post-secondary institutions. In addition, CBVI enhances skills and promotes a successful transition to career or continuing education options and covers financial planning, legal issues, independent living, leisure/recreation skills, job training, self-advocacy, and goal setting

## **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 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.

### **C31**

### **VISUAL ARTS/APPLIED DESIGN II:**

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.

***Prerequisite: Visual Arts I***

### **DRAWING:**

This course is the basis for all other studio art courses. Linear perspective, figure drawing, portrait drawing, landscape, and still lifes 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.

***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.

**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.

***Prerequisite: Visual Arts I and Drawing***

**PHOTOGRAPHY:**

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.

***Prerequisite: Visual Arts I; approval of instructor***

**POTTERY 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.

***Prerequisite: Visual Arts I***

**POTTERY 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.

***Prerequisite: Pottery I***

**POTTERY 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.

***Prerequisite: Pottery 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.

***Prerequisite: Visual Arts I***

**C32**

**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.

***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.

***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.

***Prerequisite: Teacher Recommendation***

**AP HISTORY OF ART:**

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, 17<sup>th</sup> century, 18<sup>th</sup> century, 19<sup>th</sup> century, 20<sup>th</sup> century and non-Western art. This course is designed for grade levels 10 – 12

## VOCAL MUSIC & BAND

**BEGINNING CHORAL/ENSEMBLE:**

Students must audition for membership in 9th grade Choir. 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**

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**MUSIC THEORY AND COMPOSITION I:**

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.

**MUSIC THEORY AND COMPOSITION II:**

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.

**ADVANCED 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.

## **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**

### **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.

## **WORK-BASED LEARNING**

*All work-based learning programs are connected to the student's career goal. Students must apply, meet attendance/tardy requirements and take technical elective connected to career goal.*

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. All students enrolled in a work-based learning program must work 15 hours per school week to earn one credit and 20 hours per week to earn two credits. Students may participate in one of the following ways:

### **YOUTH APPRENTICESHIP PROGRAM:**

This program is designed to provide students with employment/training in the following areas: Health Science Technology, Business Technology, Computer Information Systems, Trade and Industry, and Teaching. Students commit to have 2,000 hours of on-the-job training, are paid using a progressive pay scale, and must attend post secondary education.

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### **JOB SHADOWING:**

Students may spend as much as two class periods a week at an approved job site as part of their course curriculum.

### **INTERNSHIP:**

Students may work in a paid or unpaid position.

### **RVI WORK BASED LEARNING (RVI Coop)**

One extension of RVI support services is work-based learning for students in special education that are unable to participate in the regular education work-based learning programs. Work-Based Learning offers students numerous learning opportunities beyond the classroom by allowing them to explore career options by working with businesses and organizations. The goal of RVI Work-Based Learning is to provide structure Work-Based Learning experiences for students with disabilities. Work-Based Learning means activities that involve actual work experience or connect classroom learning to work. Work-Based Learning experiences are divided into two primary categories: paid experiences and non-paid experiences.

# WORLD LANGUAGES

Level I is designed for underclassmen who have at least an 80 average in regular English grammar.

**Others should improve their English 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.

***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.

***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.

***Prerequisite: French III***

## **AP FRENCH LANGUAGE (TWO TERMS):**

This course can be taken after the completion of French II. This course covers the equivalent of a third-year college course in Advanced French Composition and Conversation. It encompasses oral skills, reading comprehension, grammar, and composition. The course seeks to develop language skills that are useful in themselves and that can be applied to various activities and disciplines rather than to the mastery of any specific subject matter.

***Prerequisite: French IV***

## **GERMAN I:**

German I is an introduction to the German 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 German culture. **This course is offered at East Coweta High School only.**

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## **GERMAN II:**

German II enhances level one skills in German 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 German culture. **This course is offered at East Coweta High School only.**

***Prerequisite: German I***

## **GERMAN III:**

German III enhances level two skills and provides further opportunities to increase listening, speaking, reading, and writing skills. The course provides continued practice in previous topics, introduces new topics, and offers further opportunities to increase understanding of German culture. **This course is offered at East Coweta High School only.**

***Prerequisite: German II***

## **GERMAN IV:**

German IV enhances level three skills in German and provides further opportunities to increase listening, speaking, reading, and writing skills. The course provides continued language development through exploration of familiar and unfamiliar topics, and provides opportunities for a broader and more extensive understanding of German culture. **This course is offered at East Coweta High School only.**

***Prerequisite: German 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.

***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.

***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.

***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.

***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.

***Prerequisite: Spanish V***

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**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.

***Prerequisite: Spanish V***

**AP SPANISH LANGUAGE (TWO TERMS):**

This course can be taken after the completion of Spanish II. This course covers the equivalent of a third-year college course in Advanced Spanish Composition and Conversation. It encompasses oral skills, reading comprehension, grammar, and composition. The course seeks to develop language skills that are useful in themselves and that can be applied to various activities and disciplines rather than to the mastery of any specific subject matter.

***Prerequisite: Spanish II***

**WORKPLACE SPANISH:**

Workplace Spanish introduces the Spanish language and emphasizes listening, speaking, reading, and writing skills in an integrated manner. This course includes how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics dealing with the understanding and use of Spanish in various workplace settings, and to develop an understanding of Spanish-speaking cultures. **This is an elective course and will not satisfy the foreign language requirement for college admissions.**

**SPANISH FOR NATIVE SPANISH SPEAKERS I:**

Designed for Heritage Language Learners of Spanish, this course can accommodate a wide range of Heritage language learners, from those who are minimally functional (can comprehend Spanish but are not able to speak fluently, read, or write) to those who are more proficient and literate in Spanish. The recommended entrance requirement for the beginning level is at the Intermediate-Mid level of proficiency in listening comprehension on the ACTFL scale. It is not necessary that students speak at the Intermediate level prior to entering the course. This course will develop reading, writing, speaking, and listening skills. The student will also develop an awareness and understanding of Hispanic cultures, such as language variations, customs, geography, and current events.

**SPANISH FOR NATIVE SPANISH SPEAKERS II:**

Designed for Heritage Language Learners of Spanish, this course can accommodate a wide range of Heritage language learners, from those who are somewhat functional (can comprehend spoken Spanish, but speak haltingly and need improvement in reading and/or writing) to those who are more proficient and literate in Spanish. The recommended entrance requirement is at the Intermediate-High level of proficiency in listening comprehension on the ACTFL scale and an Intermediate-Mid level of proficiency in reading, writing, and speaking. This course will continue to develop reading, writing, speaking, and listening skills and will promote a deeper understanding of the Hispanic cultures, such as language variations, customs, geography, history, and current events.

*Prerequisite: Spanish for Native Spanish Speakers I*

**Technology/Career Prep Endorsement Completer Programs**

<b>Business/Marketing/Information Management</b>	<b>Information Technology</b>	<b>Communications Technology</b>
<p>(Students must complete three of the following courses for this endorsement)</p> <ul style="list-style-type: none"> <li>Computer Applications</li> <li>International Business</li> <li>Business Law</li> <li>Business Management</li> <li>Entrepreneurship</li> </ul>	<p>(Students must complete three of the following courses for this seal of endorsement)</p> <ul style="list-style-type: none"> <li>Intro to Information Technology</li> <li>Java Programming</li> <li>Network +</li> <li>Advanced Networking I, II</li> <li>Cabling and Smart Home</li> </ul>	<p>(Students must complete three of the following courses for this seal of endorsement)</p> <ul style="list-style-type: none"> <li>Broadcast and Video I, II</li> <li>Introduction to Graphic Communication (Graphic Arts I)</li> <li>Fundamentals of Graphic Communications (Graphic Arts II)</li> </ul>

Graphic Arts	Horticulture	Health Sciences
<p><b><i>Prerequisite: Computer Applications</i></b> (Students must complete three of the following courses for this seal of endorsement)</p> <p>Introduction to Graphic Communications (Graphic Arts I) Fundamentals of Graphic Communications (Graphic Arts II) Press Operations (Graphic Arts III) Binding &amp; Finishing (Graphic Arts IV) 3D Animation Internet-Web Design</p>	<p>(Students must complete three of the following courses for this seal of endorsement)</p> <p>General Horticulture Floriculture Floral Design Landscape and Design Advanced Landscape and Design Turf Production and Management</p>	<p>(Students must complete three of the following courses for this seal of endorsement)</p> <p>Introduction to Healthcare Science (Health Occupations I) Applications of Healthcare Science (Health Occupations II) First Responder</p> <p><b>West Central Technical College</b> Patient Care Assistant Patient Care Technician Basic Dental Assisting Advanced Dental Assisting</p>

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Family and Consumer Science	Military Science	Design Drafting Education
<p>(Students must complete three of the following courses for this seal of endorsement)</p> <p>Foundations of Family and Consumer Sciences I, II Consumer Services I, II Child Development and Parenting Nutrition and Wellness Advanced Nutrition and Wellness Intro to Interior Design Interior Design Fundamentals Furniture, Accessories, and Lighting Walls, Windows, and Floor Covering Classroom Studio Introduction to Family Services Advanced Family Services</p>	<p>(Students must complete three of the following courses for this seal of endorsement)</p> <p>Junior ROTC I, II, III, IV  East Coweta: Marine JROTC Newnan High: Air Force JROTC Northgate High: Air Force JROTC</p>	<p>(Students must complete three of the following courses for this seal of endorsement)</p> <p>Introduction to Engineering Drawing (Drafting I) Engineering Concepts and Drawings (Drafting II) Pre-Engineering Technology Engineering Applications</p>

<b>Welding</b>	<b>Construction Technology</b>	<b>Pre-Engineering</b>
<p>(Students must complete three of the following courses for this seal of endorsement)</p> <p>Intro to Metals Arc Welding</p> <p><b>West Central Technical College</b> Gas Metal Arc Basic Shielded Metal Arc Basic Gas Tungsten Arc</p>	<p>(Students must complete three of the following courses for this seal of endorsement)</p> <p>Fundamentals of Construction (Construction I) Introduction to Building (Construction II) Carpentry I (Construction III) Residential Carpentry (Construction IV) Cabling and Smart Home Technology Intro to Metals Arc Welding Electronics I, II, III Introduction to Engineering Drawing (Drafting I)</p>	<p>(Students must complete three of the following for this seal of endorsement)</p> <p>Engineering Applications Electronics I, II, III Introduction to Engineering Drawing (Drafting I) Robotics</p>

<b>Electronics</b>
<p><b><i>Prerequisite: Algebra I or equivalent</i></b></p> <p>(Students must complete three of the following for this seal of endorsement)</p> <p>Electronics I, II, III Cabling and Smart Home Technology Pre-Engineering Technology Engineering Applications</p> <p><b>West Central Technical College</b> Computer Repair Technician</p>