

Curriculum Handbook

Fulton County School System

Curriculum High School Handbook

2011-2012





BOARD OF EDUCATION

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Robert M. Avossa, *Superintendent*

Dear Rising 9th Grade Student:

This handbook is designed as a guide to help you as you embark on one of the most exciting and most important times in your education. You and your parents may use this book in many different ways.

First, this handbook is unique to you and your classmates. You are scheduled to graduate in 2015. This book contains information unique to your graduation class. For that reason, you will want to refer to this guide often about required courses and rules and regulations that apply to the freshman class entering high school in 2011. This reference guide will help you to stay on track for graduation. Second, the handbook presents information about all the high school courses available in the Fulton County School System. Some are available at all high schools; others are available only at certain high schools. You need to become familiar with the courses available at your high school.

In the course information section, you will learn what each course is about and what topics you will study. Some of these courses are required to meet graduation requirements. However, many of the courses may be taken as electives. Electives can be extra classes above those required in the core areas of language arts, mathematics, science, social studies and world language as well as courses in art, music, physical education and the like. Study this information carefully in order to make good choices for your electives.

In addition, this book will help you and your parent/guardian(s) plan for the four years you will be in high school. Without a solid plan for how you will reach the goal of graduation in 2015, graduation might not happen. You must take required courses as well as electives. Some courses have prerequisites that must be taken first. If you do not pass some of your courses, it may be necessary to revise your plan. You may be able to return to your original plan if you attend summer school, night school or take a pre-approved on-line course. Your plan needs to be developed and revised as often as necessary. A sample plan, on page two, is included for you to begin.

In this book you will find valuable information about special opportunities available to you in high school, for example: magnet programs, advanced placement courses, testing programs, open campus, joint enrollment/postsecondary options, work-based learning, summer school and information about assessments that you will take.

Most importantly, you must learn the graduation requirements for your class. As a part of the State Board of Education graduation requirements for the incoming ninth grade class in 2008 and beyond, all students are expected to complete a common set of requirements to earn a regular diploma (IHF 6; [160-4-2-48](#)). Fulfilling these requirements will have a significant impact on your future. Getting a high school diploma should be one of the most important goals in your life at this time. Your high school teachers and counselors are here to help you and your parent/guardian make this happen.

Looking forward to your success,

Amy Krause
Assistant Superintendent

Engage • Improve • Excel

CURRICULUM AND SUPPORT



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Fulton County School System
786 Cleveland Avenue, SW
Atlanta, GA 30315
www.fultonschools.org

SUPERINTENDENT
Robert M. Avossa

BOARD MEMBERS
Linda Schultz, President
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Linda McCain
Katie Reeves

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SEMESTER SYSTEM

Fulton County high schools operate on a semester system. Two semesters make up the regular academic year.

At the end of the semester, students receive a final grade and credit for each course successfully completed. Most courses carry one-half unit credit per semester and the normal load is six courses. Some courses are two-period blocks and receive one unit credit per semester.

Some disciplines such as science, language arts and mathematics usually cover an entire year but are divided into year-long sequence or semester sequence. Students who take biology, for example, earn one half unit per semester. Some courses, however, are individually designed and may or may not be part of a year-long sequence.

Two alternatives to the year-long approach are the Block Schedule and Modified Block Schedule. On a Block Schedule, students take four 90-minute courses for 18 weeks, earning one unit for each course or a combination of courses. After completing the first term of 18 weeks, students begin a second term and take four additional courses. Under this schedule, students can earn up to eight units each year. Students earn a final grade and credit for each course taken at the end of each nine-week session. Currently, Tri-Cities High School is the only high school utilizing a block schedule. A Modified Block Schedule may be any combination of traditional course periods and Block Schedule class periods.

The credits earned on alternative schedules may exceed the 23 units indicated in this handbook. Transitioning between block and traditional schedule schools may affect the credits a student can earn in that year, so careful investigation should be made before making such a move.

PLACEMENT PROCEDURE

Recommendations concerning instructional placement and progress of students are the responsibility of the local teacher and other professional staff directly involved with the students. The final decision concerning placement, however, rests with the principal. Promotion and retention at the high school level follow the guidelines listed below:

- Students in high school progress toward graduation on a course-by-course basis. Students take courses based upon academic performance, academic needs, graduation requirements and previous credits earned.
- A student entering high school in Fulton County is assigned a graduation year. The graduation requirements in effect at the time of entrance apply for the student's entire high school career.
- Students stay with their entering class for all school activities, including those related to courses, for their freshman year only. The number of credits earned by the student determines assignments beyond the freshman year.
- A student remains a freshman until such time that he/she earns **five credits to be a sophomore, 11 credits to be a junior and 17 credits to be a senior.**
- Students who do not complete high school within the traditional four years attend a conference including the student, parent(s)/guardian(s) and appropriate school staff, and are assigned to the open campus education program if this placement is deemed to be in the best interest of the student.
- At the end of the junior year, each high school provides notification by registered U.S. mail to the parent(s)/guardian(s) of any student who may not graduate the following year. Additional written notification is required at the end of the first semester of the student's senior year. Copies of the notification are kept in the counselor's office and sent to the student and parent(s)/guardian(s).

GRADUATION REQUIREMENTS

The Georgia Board of Education establishes graduation requirements for all students in public schools. The Fulton County School System bases its requirements on the state requirements. Local school systems must meet all state requirements; however, they may go beyond those requirements.

Credit for High School Courses Taken in Middle School

Students who take high school math courses and/or two years of the same world language in middle school may receive unit credit toward their high school requirements. It takes two years of the same world language in middle school to equate to one unit of high school world language.

Eligibility for Graduation

A student shall become eligible for graduation upon meeting the following criteria:

- ✓ 23 units of appropriate credit have been completed
- ✓ State assessment requirements have been met
- ✓ Attendance requirements have been met

Course Requirement Chart

The following units are required under the new graduation rule for Class of 2012 and beyond:

AREAS OF STUDY <i>(Required Courses and/or Core Courses)</i>	Semester 1	Semester 2	Units Required
LANGUAGE ARTS			
9 th Grade Literature/Composition (1.0)			4
10 th Grade Literature/Composition (1.0)			
American Literature/Composition (1.0)			
World Literature /Composition (.5)			
British Literature/Composition (.5)			
Multicultural Literature (.5)			
AP Literature/Composition (1.0)			
College English (1.0)			
MATHEMATICS			
GPS Algebra (1.0) OR GPS Accelerated Algebra Honors (1.0)			4
GPS Geometry (1.0) OR GPS Accelerated Geometry Honors (1.0)			
GPS Advanced Algebra (1.0) OR GPS Accelerated Pre-Calculus Honors (1.0)			
GPS Pre Calculus (1.0)			
Mathematics of Finance (1.0)			
Advanced Mathematical Decision Making (1.0)			
AP Calculus AB/BC (1.0)			
AP Statistics (1.0)			
College Calculus II and III (via GA Tech)			
SCIENCE <i>(The 4th science unit may be used to meet both the science and elective requirement.)</i>			
Biology (1.0)			4
Physical Science (1.0)			
Chemistry (1.0)			
Physics (1.0)			
Earth Science (1.0)			
Environmental Science (1.0)			
Human Anatomy and Physiology (1.0)			
AP Science Courses – Selective – (1.0)			
Identified CTE Science Courses – Selective – (1.0)			
SOCIAL STUDIES			
World History (1.0)			3
American History (1.0)			
Economics (.5)			
American Government (.5)			
HEALTH & PHYSICAL EDUCATION			
Health (.5)			1
Personal Fitness (.5)			
JROTC (3 units to meet the Personal Fitness requirement)			
Career Technology Agricultural Education			3
World Language			
Fine Arts			
ELECTIVE UNITS			
			4
TOTAL UNITS REQUIRED (MINIMUM) TO MEET GRADUATION REQUIREMENTS			23

Secondary School Credentials

- **High School Diploma** – This document certifies that students have satisfied attendance, unit credits and state assessment requirements.
- **High School Certificate** – This document is awarded to students who do not complete all of the criteria for a diploma but who meet all requirements for attendance and unit credits.
- **Special Education Diploma** – This is awarded to students with disabilities assigned to a special education program who have not met the state assessment requirements or who have not completed all of the requirements for a high school diploma but who have completed the Individualized Education Program (IEP).

Students with significant cognitive disabilities are those with significant intellectual disabilities or intellectual disabilities concurrent with motor, sensory or emotional/behavioral disabilities that require substantial adaptations and support to access the general curriculum and require additional instruction focused on relevant life skills and participate in the Georgia Alternate Assessment (GAA).

Students with significant cognitive disabilities may graduate and receive a regular high school diploma when the student's IEP team determines that the student has:

1. Completed an integrated curriculum based on the GPS that includes instruction in Mathematics, English/Language Arts, Science and Social Studies as well as career preparation, self determination, independent living and personal care to equal a minimum of 23 units of instruction.
2. Participated in the GAA during middle school and high school and earned a proficient score on the high school GAA test, and
3. Reached the 22nd birthday OR has transitioned to an employment/education/training setting in which the supports needed are provided by an entity other than the local school system.

Waiver of Requirements

The total number of required unit credits (23) cannot be waived.

Graduation Exercises

A student will be allowed to participate in graduation exercises after all requirements for a High School Diploma or a Special Education Diploma have been met. If a student has not passed any portion of the GHSGT after four attempts, and they meet the criteria for a state waiver or variance, they should immediately submit a request to the Area Superintendent's Office designated for the local school. Criteria for waivers and variances can be found at <http://public.doe.k12.ga.us>.

Qualified students should apply following the winter testing period of their senior year to assume their request is considered in time to participate in graduation exercises. High school counselors shall monitor student progress toward graduation requirements, and advise students who meet the criteria for a variance of this option in a timely manner. Both high school counselors and case managers shall monitor student progress toward graduation requirements, and advise students who meet the criteria for a waiver of this option in a timely manner.

Georgia Board of Regents' Admission Standards for Graduating Class of 2012 and Beyond

The Board of Regents, in 2007, approved new required high school curriculum (RHSC) for students who will enter University System of Georgia (USG) institutions in 2012 or later. Students will be required to present a transcript that includes four units of language arts, four units of mathematics, four units of science, three units of social studies, and two units of the same world language.

In addition to the 17 units of the required high school curriculum (RHSC), students seeking admission to research or comprehensive universities, will be considered for admission based on the "Freshman Index (FI)"—a formula using the applicant's SAT or ACT test scores and high school grade point average—will

be used to help determine a student's readiness for college work. For more information visit www.usg.edu.

HOPE Scholarship Eligibility

Current information about HOPE scholarship eligibility can be found at www.gacollege411.org.

Testing Programs

NATIONAL TESTING

Fulton County Schools participate in national testing programs such as the Admissions Testing Program of the College Board, the American College Testing Program, and others administered primarily to high school juniors and seniors. Most colleges use these test scores as a criterion for admission. Students who expect to attend postsecondary institutions should prepare for these admissions tests and for their postsecondary work by taking a strong academic program in high school. The high school counselor should be contacted regarding the specific dates for the following tests:

- DAT (Differential Aptitude Test) and Career Interest Inventory - administered to selected 9th grade students in the fall. The results are designed to give a profile of students' interests and aptitudes with highlights of a student's strengths and areas that may need additional study. There is no cost to the student.
- PSAT (Preliminary SAT/National Merit Scholarship Qualifying Test) - administered in October to all students in 9th, 10th and 11th grades. Students who expect to take the SAT gain valuable experience through taking the PSAT. Funding is provided for all 9th, 10th, and 11th grade students. Scores of 11th grade students determine eligibility for National Merit Scholarships.
- SAT (Scholastic Assessment Test) - usually administered several times each year at sites designated by the testing company. Juniors are encouraged to take the SAT in the spring of their junior year and again in the fall of their senior year. Students should determine if colleges to which they are applying require the SAT.
- ACT - usually administered five times each year at sites designated by the testing company. College-bound students should determine if colleges to which they are applying require the ACT. If so, they are encouraged to take this test in the spring of their junior year.
- Advanced Placement Exam - administered in May for college placement. Students who take and pass AP courses are required to take the AP exam. Funding is provided.

STATE TESTING

GHSGT (Georgia High School Graduation Tests) – Students who entered ninth grade after July 2008 must demonstrate their proficiency in the four Georgia High School Graduation Test (GHSGT) content areas by either passing each of the GHSGTs or by passing one of the two equivalent End of Course Tests in each corresponding content area. These students are also required to take and pass the Georgia High School Writing Test (GHSWT) to be eligible for a diploma. Students who enter grade nine in fall 2011 and beyond will not take, and are not required to pass, the GHSGT. They are required to take and pass the EOCTs and the Georgia High School Writing Test.

EOCT (End of Course Tests) – Students enrolled in the second semester of the year-long GPS Algebra, GPS Geometry, GPS Accelerated Algebra, GPS Accelerated Geometry, US History, Biology, Physical Science, Ninth Grade Literature and Composition, and American Literature and Composition courses or in the one semester of Economics must take the corresponding EOCT for the subject-area. For students who entered grade nine prior to July 2011, the EOCT counts as 15% of the final grade and is the final examination for the indicated courses. For students who enter grade nine in the fall of 2011 and beyond, the EOCT counts 20% of the final grade and is the final examination for the indicated courses. If a student fails to take the EOCT, he/she will receive an "I" (Incomplete) for the course and

will have one academic year to make it up. If the EOCT is not taken during this timeframe, the student will receive an “F” and must repeat the course.

Guidance regarding students who may take the EOCT courses by alternative means is below:

- Students who are **dually-enrolled** in an EOCT course to earn *both high school and college credit* **MUST** take the corresponding EOCT;
- Students who are taking online courses through Fulton County Virtual Campus or Georgia Virtual School and wish to receive credit **MUST** take the corresponding EOCT;
- Students who are taking additional or credit recovery courses at another ***accredited institution*** and wish to transfer the credit **DO NOT take the EOCT** (these are not the dually-enrolled students)*;
- Students who are taking additional or credit recovery courses at a ***non-accredited institution*** and wish to transfer the credit **MUST take AND pass the EOCT**.

You can find a list of accredited institutions at <http://public.doe.k12.ga.us/askdoe.aspx?PageReq=ASKEducation>.

*These students must be advised before they attempt to take these courses and transfer them in without an EOCT that they will not be eligible for a variance on the GHSGT if they need one in the future.

INDIVIDUAL AND GROUP TESTS

Individual assessments to measure aptitude, achievement, mental abilities and career interests are administered by school psychometrists and psychologists at all grade levels as needed. Their concern is to evaluate the psychological and educational aspects of the individual student's growth and development.

School counselors may also administer individual and group achievement, aptitude and career interest assessments.

Guidance and Counseling

Professional School Counselors provide guidance throughout a student’s high school career. Their work impacts student achievement through academic, social/personal, and career counseling services. Students receive the services via individual counseling, group counseling, classroom guidance, transition guidance, and consultation. Graduation Coaches’ primary responsibility is to identify at-risk students and to help them succeed in school by keeping them on track academically before they consider dropping out. The Graduation Coaches identify, recruit, and engage parents, concerned adults, organizations, and government agencies to serve in a variety of ancillary roles. Data is used to both evaluate and improve guidance and counseling Services.

SPECIAL PROGRAMS

Services For Students With Disabilities

Programs for students with disabilities are provided through the Services for Exceptional Children Department. Programs are offered for students meeting eligibility criteria in the areas of autism, learning disabled, behavior disordered, speech impaired, hearing impaired, visually impaired, physically disabled and intellectually disabled. Students with Disabilities access the Georgia Performance Standards curriculum through use of classroom accommodations, modifications or other supports based on individual learning needs as documented in the student’s Individual Education Program (IEP).

Questions regarding these and other related services can be directed to the Services for Exceptional Children Department at 404-763-5600, Extension 147.

International Baccalaureate Program (IB)

Riverwood High School offers the International Baccalaureate Diploma program and individual IB courses for certificates to students in the International Studies Magnet. The IB program is a two-year program for 11th and 12th graders who want an academic challenge and a diploma recognized by universities throughout the world.

Dual/Joint Enrollment/Postsecondary Options

High school juniors and seniors above the age of 16 may be eligible to attend Georgia public colleges, universities and technical schools tuition free. If a student elects joint enrollment/post secondary options, he/she receives college credit only. Most private colleges and universities in this area also have dual enrollment agreements with Fulton County Schools; however, the student and his/her parents are responsible for all costs incurred. Under dual enrollment, high school students with outstanding academic records may combine high school with college or technical school and receive simultaneous credit for each. This allows students to earn college or technical school credit while completing their high school diplomas. **Students who want to enter a joint enrollment/dual enrollment program should discuss their plans with a counselor spring semester of their sophomore or junior year.**

Magnet Programs

Fulton County offers students a choice of four magnet programs: **International Studies** at Riverwood High School, **Mathematics and Science** at Westlake High School, **Arts and Sciences** at North Springs High School, and **Visual and Performing Arts** at Tri-Cities High School. As in other high school programs, magnet program students must complete core curriculum courses and may also qualify for and take Advanced Placement and honors classes. Unlike other high school programs, magnet programs require students to take at least one unit per year in their major area of interest.

- **Arts and Sciences Magnet Program**

North Springs offers enrichment and acceleration opportunities in mathematics, science, art, dance, drama, band, orchestra and chorus. The science component provides exploration in the following areas: design of experiments, environmental science, number theory, computer programming, engineering and medical ethics. The arts component provides expanded offerings in art, dance, drama, instrumental music and choral music, to include music theory, history of the arts, composition, conducting and choreography. Qualified students may participate in either or both components of the magnet program.

- **International Studies Magnet Program**

Students accepted into the international studies program at Riverwood study world issues and the role of the United States in the global arena. Computer links give the students opportunities to communicate with students in other countries. Educational outreach programs abroad give students a close-up view of the global community. Guests from other countries and in-depth discussions of international issues are features of the program.

In addition to studying international business and social studies, international studies magnet students have an opportunity to gain proficiency in at least one world language—Chinese, Hebrew, Latin, Japanese, French or Spanish. In the junior year of the program, students specialize their course of study by selecting unique courses in social studies or by taking a second world language.

- **Mathematics and Science Magnet Program**

Students who choose the Mathematics and Science magnet program at Westlake conduct research projects, perform experiments and solve problems. Westlake offers opportunities for students who want a career in the sciences. In this magnet program students plan to continue their education in mathematics and/or science fields after graduation from high school whether in technical school or college. This magnet program requires students to take at least one additional unit per year in their major area of interest.

- **Visual and Performing Arts Magnet Program**

Students who are serious about art, music, theater or dance find an outlet for their creativity in the Visual and Performing Arts Magnet Program at Tri-Cities high school. Students accepted into this program are continually presenting their latest creative work to audiences throughout the metro Atlanta area. A wide range of classes and activities abound--ballet, jazz band, sculpture, acting, tour show, play production, piano, voice, ceramics, set design, commercial design, graphic arts and printing.

Additional information about the magnet programs can be obtained from the high school administration/ counselors or by calling the Fulton County Schools Magnet Coordinator, John LaForge, at 404-669-4942.

Night School

The purpose of the night school program is to provide an opportunity for students who have failed a course or who want to take a course for the first time and need recovery credit to do so. These courses are provided in the evening at McClarin and Independence. The eight-week courses (one semester per eight weeks) are open to any high school student enrolled in a Fulton County school or neighboring system or any Fulton County school resident who is 16 years old or older and not enrolled in school. Students attending night school must pay tuition based on the number of courses taken.

Open Campus

Fulton County operates two open campus high schools, **Independence** in North County and **McClarin** in South County.

The open campus program offers an alternative environment designed to meet student needs that have not been met in traditional schools. Students work either in a structured or an independent study setting to complete course requirements for high school graduation.

Open Campus Teen Parent Programs

The teen parent programs at Independence and McClarin high schools provide systematic parenting skills and social services for adolescents who have become pregnant or who are already parents. These schools also provide school-based day care service for infants and toddlers, ages 0-3, to enable their parents to complete their high school education.

In addition, the teen parent programs provide participants with family planning and health education services. The goal of the programs is to help teen parents learn effective parenting skills and to cope with the stress of parenting, while enabling them to become self-sufficient young adults. Students may enroll from any high school in Fulton County.

Additional information can be obtained from a high school counselor or by contacting Independence at (770) 552-6333 or McClarin at (404) 669-8080.

High School Remedial Education

Purpose

Remedial education is intended for students in grades 6-12, who have identified deficiencies in reading, writing, and/or in mathematics. This program provides individualized basic skills instruction as mandated by Georgia Law in the areas of reading, writing, and mathematics.

I. Program Structure

The program design is developed in coordination with regular instruction and other educational programs. Development and evaluation of the program involves teachers, administrators, and parents at the school level. Remedial education includes four components:

- Staff
- Delivery Models
- Class Size
- Instructional Segments of Service

Staff – Remedial is staffed by certified teachers with experience and expertise in teaching students with diverse needs and abilities. Remedial funds provide additional staff beyond that provided through regular funds.

Delivery Models – Each participating school selects the delivery model(s) to be used. Any combination of state approved models may be used within a school depending on the unique needs and characteristics of the students and school.

Class Size – A class for Remedial must follow – Class Size Rules in the state guidelines.

Instructional Segments of Service – A segment for grades 6-12 is defined as 50-60 minutes of daily instruction. In order that students receive appropriate instruction, teachers match teaching strategies with a student’s learning style. In addition, remedial teachers use a process of teaching the basic skills that lends itself to an integrated approach across the total curriculum content. Teacher training in best practices is provided by Language Arts/Literacy and Mathematics Departments as well as by Instructional Coaches.

Eligibility

Eligibility determination is made at the school level by identifying the students functioning below the normal expectation for the respective grade as determined by criteria established by the Georgia Department of Education and the Fulton County School System.

Assessment and Accountability

Schools maintain individual student assessment data and report achievement of the student served. This documentation is used to measure student achievement and program success.

Summer School

Summer school provides an opportunity for students who need to make up work for courses not passed or to take selected courses for the first time. Students may attend one or both semesters during the summer. Since the summer program is not state-funded, students attending summer school must pay tuition based on the number of courses taken.

Talented and Gifted (TAG)

The Talented and Gifted (TAG) program provides curriculum extensions for academically advanced and talented students. This curriculum, which includes honors, Advanced Placement and joint/dual enrollment courses, is provided through the general education program and the gifted program. The gifted program augments classroom activities through seminars, subject-area extensions, independent studies, career internships and advisement.

Title I Program

Program Description and Services

Title I is a federally funded program designed to ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

The 2011-2012 Title I high schools are Banneker, McClarin, and Hapeville Career Academy.

Goals

- Ensure that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging State

- academic standards so that students, teachers, parents, and administrators can measure progress, against common expectations for student academic achievement;
- Meet the educational needs of low-achieving children in our Nation’s highest-poverty schools, limited English proficient children, migratory children, children with disabilities, Indian children, neglected or delinquent children, and young children in need of reading assistance;
- Close the achievement gap between high- and low-performing children, especially the achievement gaps between minority and non-minority students, and between disadvantaged children and their more advantaged peers;
- Improve and strengthen accountability, teaching, and learning by using State assessment systems designed to ensure that students are meeting challenging State academic achievement and content standards and increasing achievement overall, but especially for the disadvantaged;
- Provide greater decision making authority and flexibility to schools and teachers in exchange for greater responsibility for student performance;
- Provide children an enriched and accelerated educational program, including the use of school-wide programs or additional services that increase the amount and quality of instructional time;
- Provide school-wide reform and ensure the access of children to effective, scientifically based instructional strategies and Challenging academic content;
- Significantly elevate the quality of instruction by providing staff in participating schools with substantial opportunities for professional development;
- Coordinate services under all parts of this title with each other, with other educational services, and, to the extent feasible, with other agencies providing services to youth, children and families; and
- Afford parents substantial and meaningful opportunities to participate in the education of their children.

Work-Based Learning (Career and Technology Education)

Work-based learning programs allow students to receive course credit for supervised technical experiences in area businesses. The programs include Cooperative Business Education, Marketing Education, Family and Consumer Sciences, CTI Work Experience, Clinical Internships and Youth Apprenticeship.

GRADING SCALE

As mandated by the state, students earn numeric grades. Passing grades are 70 and above. A cumulative numeric average will be computed at the end of every semester. For scholarship and college entrance requirements the scale shown below appears at the bottom of each student’s transcript. Students enrolled in Advanced Placement, Honors, International Baccalaureate and joint enrollment/postsecondary options courses receive an additional seven points to be added to a passing final grade.

A	=	90 and above
B	=	80-89
C	=	70-79
F	=	Below 70

Progress Reports and Report Cards

Progress reports are given to students to take home every six weeks and report cards are distributed at the end of the semester. A final grade and credit earned will be credited to the student at the end of each semester. Parents/Guardians should feel free to contact the school about their child’s progress at any time during the semester. Counselors and teachers will be glad to discuss with parents the program and the progress of their child.

ADVANCED PLACEMENT (AP)

Advanced Placement is a program of college-level courses which gives high school students the opportunity to receive advanced placement and/or credit in college through successful completion of an exit examination. All students taking and passing AP courses are required to take the exit examination. The basic reasons for taking an AP course are to learn a subject in greater depth, to develop analytical reasoning skills and to develop disciplined study habits appropriate for continued success at the college level. Compared with regular high school courses, the AP courses are more demanding, often requiring more time and more work, but students find them rewarding in preparation for college-level work.

**AP World History, AP French, and AP German are changing for 2012. The upcoming changes will enhance the curriculum of the given course. The curriculum in AP World History will have a greater emphasis on conceptual understanding and less on memorized facts. The curriculum in AP French and AP German will promote both fluency and accuracy in language use and not to overemphasize grammatical accuracy at the expense of communication.

Advanced Placement courses and examinations are available in the following areas:

Art	Science	World Language
<ul style="list-style-type: none">• Art History• Studio: Drawing Portfolio• Studio: 2D Design• Studio: 3D Design	<ul style="list-style-type: none">• Biology• Chemistry• Environmental Science• Physics B• Physics C Mechanics• Physics C Electricity and Magnetism	<ul style="list-style-type: none">• French• Latin• Spanish• Chinese
Computer Science <ul style="list-style-type: none">• Computer Science A• Computer Science AB		
Language Arts <ul style="list-style-type: none">• Literature and Composition• Language and Composition	Social Studies <ul style="list-style-type: none">• Economics (Macro/Micro)• European History• US Government and Politics• Comparative Government and Politics• Human Geography• Psychology• US History• World History	
Mathematics <ul style="list-style-type: none">• Calculus (AB/BC)• Statistics		
Music <ul style="list-style-type: none">• Music Theory		

All AP exams (except Studio Art and Music Theory) contain both multiple choice and free response questions that require essay writing, problem-solving and other skills. In Studio Art, students submit portfolios of their work instead of taking an examination. In Music Theory, a competency examination in music theory is given.

ART EDUCATION

There is no algorithm that one can employ to solve an artistic problem; one must depend upon that most exquisite of human capacities—judgment.

The exercise of judgment in the making of artistic images or in their appreciation depends upon the ability to cope with ambiguity, to experience nuance and to weigh the trade-offs among alternative courses of action. These skills not only represent the mind operating in its finest hour but are precisely the skills that characterize our most complex adult life tasks.

*Elliot W. Eisner
Beyond Creating: The Place for Art in America's Schools
1985, The J. Paul Getty Trust*

Philosophy

An aim of schooling is to transmit the cultural heritage. The visual arts are a significant and enduring aspect of the cultural heritage. We believe that the study of art is a means of understanding human ideals and aspirations, and for appreciating the heroic, comic and tragic in human affairs.

We believe art education should be provided as a regular, sequential, planned program of instruction that integrates the study of art history, art criticism, art production and aesthetics.

Goals

- ***Meaning and Creative Thinking (MC)*** - Students develop creativity, critical-thinking, perceptual awareness, and problem solving skills through this critical and creative exposure to artworks. Students engage in aesthetic dialogue, considering —essential questions□ of art, making effort toward constructing meaning as they encounter and produce works of art. Evidence may be documented through journal-keeping, brainstorming lists, project development, and in the course of conversations.
- ***Contextual Understanding (CU)*** - Students recognize the impact of art on history and different cultures and how history and culture have influenced art. Students plan for and participate in a variety of activities that promote personal engagement and deep knowledge in the study of art history and culture.
- ***Production (PR)*** - Experiencing the role of the artist, students apply media, techniques, and processes working toward development of sufficient skill, confidence, and sensitivity to carry out their intentions in their artwork. Through experience in a range of art processes, use of a variety of materials, and development of a repertoire of techniques, students learn to communicate ideas. Media/techniques should include, but are not limited to, drawing, painting, sculpture, ceramics, fiber arts, printmaking, and digital media art techniques. Students should be engaged in well-rounded studio art experiences.
- ***Assessment and Reflection (AR)*** - Students learn to describe and assess the materials, techniques, and processes used to complete a finished artwork. They demonstrate the ability to reflect upon and interpret the construction of meaning in their own work and the work of others. Interacting with peers, they express and validate personal viewpoint and offer constructive criticism.
- ***Connections (C)*** - Students make connections from the world of art to other areas of learning and personal endeavor. Students derive inspiration for art from a variety of content areas. They inform their study and production of art by integrating information and skills from other disciplines and areas of knowledge such as math, reading, English Language Arts, social studies, science, world languages, music, dance, theater, physical education, career awareness, and technology into his or her artwork.

Assessment of Art Education

Assessment of art education is integral and essential to teaching and learning about the arts. Tests, written art criticism, and application and demonstration of skills are common means for evaluation. When we can test, we should test; when a test is not the best way to determine learning and growth of students, other means of assessment are designed and employed. Self-evaluation by students, journals, critiques, creative production and portfolios offer additional ways to discern growth and learning in art.

Career Opportunities

Environmental Planning & Development: architecture, landscaping, city planning, interior design, display design...

Commercial Art & Design: graphic design, computer graphics, fashion design, industrial design: package, product, toy, furniture, automobile, communications, photographic...

Entertainment & the Media: film, television, the theater, stage design, editorial design, illustration photography...

Fine Artist: painter, sculptor, printmaker, photographer, computer artist...

Craftsman: ceramics, jewelry, fabric, weaving, textiles...

Art & Education: art teacher/instructor/supervisor, art historian, art/architectural critic, art journalist...

Museums and Galleries: museum director/curator, conservator, restorer, gallery owner/director/dealer/agent...

Specialists: art therapist, police artist, court artist, medical illustrator...

ART COURSES

- Introduction to Art
- Design Fundamentals
- Art History 1
- Art History 2
- Ceramics 1
- Ceramics 2
- Ceramics 3, 4
- Graphic Design 1
- Graphic Design 2
- Graphic Design 3, 4
- Computer Art 1
- Computer Art 2
- Drawing & Painting 1
- Drawing & Painting 2
- Drawing & Painting 3, 4
- Jewelry Design 1
- Jewelry Design 2
- Photographic Design 1
- Photographic Design 2
- Photographic Design 3, 4
- Printmaking 1
- Printmaking 2
- Sculpture 1
- Sculpture 2
- Sculpture 3,4
- AP Studio Art: Drawing Portfolio
- AP Studio Art: 2-D Design Portfolio
- AP Studio Art: 3-D Design Portfolio
- AP History of Art
- Art Design I
- Art Design II
- Art Fundamentals (*Yr Long*)
- Course Design Fundamentals
- 2-D Design Block (*Semester*)
- 3-D Design Block (*Semester*)
- Magnet Levels of Regular Art Courses

CAREER AND TECHNICAL EDUCATION

Overview

Career and Technical Education programs and courses allow students to apply mathematics, science, and communication competencies in laboratory and occupational settings that develop specific technical skills applicable in broad concentration areas. Curriculum incorporates Georgia Performance Standards (GPS) in most content areas. Programs are designed around eight program concentration areas:

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

Students are encouraged to choose a concentration and an accompanying pathway that matches their interests and abilities. Along with parental and counselor input, students may then create a plan to complete their chosen pathway. This plan will help students navigate through high school, college, or other postsecondary education options or career-related training.

AGRICULTURE AND ENVIRONMENTAL SCIENCE

This program combines agricultural technical skills with rigorous coursework, leadership training, and an exploration of the ethical and philosophical issues related to genetic engineering and other current agricultural topics. Interrelated components of this program include: classroom and laboratory

experiences and Future Farmers of America (FFA), the agriculture Career and Technical Student Organization. FFA promotes leadership, personal growth, and career success. FFA is an integral co-curricular component and provides students with public speaking and leadership opportunities at the local, regional, state, and national levels.

Career Opportunities

- Forest and Conservation Worker
- Agricultural Inspector
- Agricultural and Food Science Technician
- Farmer/Rancher
- Zoologist and Wildlife Biologist
- Geoscientist
- Soil and Plant Scientist
- Hydrologist

ARCHITECTURE, CONSTRUCTION AND TRANSPORTATION

Through hands-on projects, on-the-job training, and a challenging classroom curriculum that includes relevant, math, communications, and computer courses, students develop the skills and gain the experience needed to land high-paying jobs and build long-term success. The program's classroom and laboratory experiences enable students to gain technical and academic skills in settings that simulate the business or industrial work environment for areas such as flight operations, broadcast and video production, graphic and visual communication, or automotive technology. The leading-edge curriculum meets industry-recognized standards and aligns with the requirements for industry certification. Students are encouraged to participate in Skills USA, the Career and Technical Student Organization for this concentration. This organization provides co-curricular activities that help students develop academic and technical skills, and encourages them to become better citizens. Students participate in competitions requiring high-order analytical skills and complete service projects that benefit the community.

Career Opportunities

- Automotive Maintenance Technician
- Secondary or Post Secondary Career and Technical Education Instructor
- Architect
- Electrician
- Transportation, Storage, and Distribution Manager
- Landscape Architect
- Marine Architect
- Broadcast/Video Technician

BUSINESS AND COMPUTER SCIENCE

Business-focused students have the opportunity to run a school-based enterprise, such as a school store, as part of their coursework. Students learn firsthand how to create and implement a successful business plan and manage people, products, and budgets. On the computer side, students can work with the latest tools and technologies in an innovative curriculum developed in partnership with Georgia Tech. Hands-on learning projects include building Web pages, managing databases, and writing programming code. Students will explore ethical and privacy issues related to computers and the Internet.

Students get an opportunity to branch out beyond their own community and learn about the broad career options available across the state by participating in Future Business Leaders of America (FBLA). Local, state, and national FBLA competitions help develop leadership and interview skills and career contacts. Job shadowing, mentoring, and guest lecture events give students a first-hand view of what it is like to work in a business- or computer-related career.

Career Opportunities

- Tax Preparer
- Insurance Sales Agent
- Office Manager
- Computer Support Specialist
- Paralegal and Legal Assistant
- Accountant/Auditor
- Database Administrator
- Computer Systems Analyst
- Business Teacher
- Financial Manager
- Chief Executive

ENGINEERING AND TECHNOLOGY

Using the latest interactive educational tools, students learn about past, present, and future technological systems and their resources, processes and impact on society. Students also gain valuable teamwork skills by working together on a variety of projects, such as designing and building a hovercraft or robot. Students are encouraged to participate in the Technology Student Association (TSA), the Career and Technical Student Organization for this concentration area. Activities in TSA promote leadership skills, high standards of craft quality, scholarship, and safety. Students have the opportunity to explore the community's industrial and technological resources, practice parliamentary procedures and democratic decision-making, and earn recognition for exemplary performance.

Career Opportunities

- Environmental Engineering Technician
- Mechanical Drafter
- Technical Writer
- Engineer (Mechanical, Environmental, Biomedical, Industrial, Aerospace, Nuclear, Civil)

FAMILY AND CONSUMER SCIENCES

Through relevant coursework, community projects, organizations, and internship opportunities, students develop the essential leadership, life, and communications skills needed to become responsible citizens and leaders in family, community, and work settings. Students learn to manage resources to meet the essential needs of individuals and families; and to promote optimal nutrition and wellness. Classroom and laboratory experiences are reinforced by Family, Career, and Community Leaders of America (FCCLA). Students develop the confidence, knowledge, and skills needed to become a leader in their family, community, and career.

They participate in competitive events designed to demonstrate their knowledge of how to manage the challenges of living and working in a diverse, global society.

Career Opportunities

- Food Science Technician
- Dietitian/Nutritionist
- Food Service Manager
- Teacher/Administrator
- Child Care Manager/Owner

GOVERNMENT AND PUBLIC SAFETY

This concentration provides students with the basic technical skills and solid academic foundation required to pursue a career in a Broad range of fast-growing fields. Through classroom, laboratory, and firsthand job experience, students learn about a variety of agencies and professions in law enforcement, private security, corrections, fire, and emergency management services. Initial courses focus on basic concepts of law related to citizens' rights and officers' responsibilities to maintain a safe society. Coursework advances to include topics such as: classification and elements of crimes; major criminal and traffic laws of Georgia; crime prevention and detection strategies; and crime scene

preservation. Students may gain additional skills by participating in the Government and Public Safety Career and Technical Student Organization, Skills USA. This organization provides co-curricular activities that help students develop academic and technical skills, and encourages them to become better citizens. Students participate in competitions requiring high-order analytical skills and complete service projects that benefit the community.

Career Opportunities

- Legislator
- Law Clerk
- Probation Officer
- Paralegal
- Police Officer
- Judge
- Mediator
- Lawyer
- Law Professor

HEALTHCARE SCIENCE

Students receive challenging academic courses, relevant on-the-job experience, and specialized technical training required in this fast-paced industry. In the classroom and laboratories, students build solid math, science, reading, writing, and communication skills.

Students learn basic concepts of health, wellness and preventative care; medical terminology, microbiology; life-support skills, and the ethical and legal responsibilities of today's healthcare provider. Clinical experiences range from internships to paid apprenticeships. Health Occupations Students of America (HOSA), the Career and Technical Student Organization for this concentration area, provides students the opportunity to participate in leadership opportunities and competitive events at the local, state and national levels. HOSA has more than 40 competitive events that include everything from Medical Photography to Sports Medicine.

Career Opportunities

- Home Health Aide
- Pharmacy Technician
- Surgical Technologist
- Registered Nurse
- Pharmacist
- Dentist
- Medical Doctor/Surgeon

MARKETING SALES AND SERVICE

Students develop knowledge and skills in the foundational areas of marketing (economics, human relations, and business basics) and the functional areas of marketing (product and service planning, marketing-information management, purchasing and pricing, selling and promotion, risk management, financing, and distribution/logistics). The program covers international marketing, management, and entrepreneurship.

Marketing students have the opportunity to expand their learning by participating in local, regional, state, and national competitive events offered through Distributive Education Clubs of America (DECA), the Career and Technical Student Organization for this area. Students work with local businesses to produce strategic marketing plans and promotional materials. They develop entrepreneurial, communication, and peer management skills and financial responsibility.

Career Opportunities

- Sales/Stock Clerk
- Merchandise Displayer
- Advertising Sales Agent
- Marketing/Economics Teacher

Travel Agent
 Hotel Manager
 Chief Executive

CTE Pathways and Courses

The following pages include a listing, by pathways, of all Career and Technical Education courses. Courses indicated by (*) are required for CTE pathway completion.

Courses indicated by (+) count as credit for the fourth science credit for students entering the ninth grade for the first time in 2009-2010. Please see below and the Graduation Requirements section of this handbook for a listing of these courses.

HEALTHCARE SCIENCE		
<i>Nursing Care Specialty Pathway</i>	<i>Medical Services Pathway</i>	<i>Emergency Services Career Pathway (formerly First Responder)</i>
<ul style="list-style-type: none"> • Introduction to Healthcare Science*+ • Application of Therapeutic Services*+ • Nursing Essentials* • Therapeutic Services Nursing Internship • Therapeutic Services Work-Based Learning 	<ul style="list-style-type: none"> • Introduction to Healthcare Science*+ • Application of Therapeutic Services*+ • General Medicine* • Therapeutic Services Work-Based Learning • Medical Services Internship 	<ul style="list-style-type: none"> • Introduction to Healthcare Science*+ • Emergency and Disaster Preparedness* • Concepts of Emergency Medicine* • Emergency Medicine Internship (Work-Based Learning) • Pharmacy • Operations Fundamentals • Medical Calculations & Drug Administration • Pre-Pharmacy Technology Internship (Work-Based Learning)
BUSINESS AND COMPUTER SCIENCE		
<i>Small Business Development Career Pathway</i>	<i>Computing Career Pathway</i>	<i>Interactive Media Career Pathway</i>
<ul style="list-style-type: none"> • Business Essentials* • Legal Environment of Business* • Entrepreneurial Ventures* • Small Business Development Work-Based Learning 	<ul style="list-style-type: none"> • Computing in the Modern World* • Beginning Programming* • Intermediate Programming* • AP Computer Science A+ • Computing Work-Based Learning 	<ul style="list-style-type: none"> • Computing in the Modern World* • Fundamentals of Web Design* • Advanced Web Design* • Introduction to Animation and 3D Design • Computing/Networking Work-Based Learning
<i>Financial Management–Accounting Career Pathway</i>	<i>Financial Management—Services Career Pathway</i>	<i>Networking Systems Pathway</i>
<ul style="list-style-type: none"> • Business Essentials* • Principles of Accounting I* • Principles of Accounting II* • Financial Management Work-Based Learning 	<ul style="list-style-type: none"> • Business Essentials* • Banking and Investing* • Insurance and Risk Management* • Financial Literacy • Financial Management Work-Based Learning 	<ul style="list-style-type: none"> • Computing in the Modern World • Information Technology Support • Networking Systems • Networking Work-Based learning
<i>Information Services and Support Pathway</i>	<i>Cisco Networking Academy</i>	<i>Cooperative Business Education (CBE) & Additional</i>
<ul style="list-style-type: none"> • Computing in the Modern World • Information Technology Essentials • User Support of Information Systems • Computing/Networking Work-Based Learning 	<ul style="list-style-type: none"> • Information Technology Essential • Networking Systems CISCO • Industry-Recognized Certification 	<ul style="list-style-type: none"> • Computer Applications I • IB Business Management SL • Business Procedures
FAMILY AND CONSUMER SCIENCES		
<i>Nutrition and Food Science Pathway</i>	<i>Early Childhood Pathway</i>	<i>Culinary Arts Pathway</i>
<ul style="list-style-type: none"> • Food Nutrition & Wellness* • Food Nutrition through Lifespan*+ • Food Science*+ • Nutrition Work-Based Learning 	<ul style="list-style-type: none"> • Introduction to Early Childhood Education* • Human Growth & Dev. for ECE • Health, Safety & Nutrition for the Young Child* 	<ul style="list-style-type: none"> • Introduction to Culinary Arts* • Culinary I* • Culinary II* • Culinary Arts Work-Based Learning

<ul style="list-style-type: none"> Marketing Principles* Discovering Hospitality and Tourism Marketing* Hospitality and Tourism Management* Marketing Work-Based Learning 	<ul style="list-style-type: none"> Marketing Internship Marketing Work-Based Learning 	
GOVERNMENT AND PUBLIC SAFETY	PERSONAL SERVICES	
<i>Law and Justice Pathway</i>	<i>Cosmetology Pathway</i>	
<ul style="list-style-type: none"> Introduction to Law and Justice Law, Community Response and Policing Criminal Investigation and Forensics Law and Justice Work-Based Learning 	<ul style="list-style-type: none"> Cosmetology Service Core I Cosmetology Services Core II Cosmetology Services Core III Cosmetology Services Core IV Advanced Cosmetology Services Internship I Internship II Internship III Internship IV Internship V Licensure and Employment Opportunities Science of Advance Skincare The Art and Science of Makeup Cosmetology Science 	
APPRENTICESHIPS <i>(year-long courses taken in two or three hour blocks)</i>		
<i>Agricultural & Environmental Science Cluster</i>	<i>Business and Computer Science Cluster</i>	<i>Health & Medical Cluster</i>
<ul style="list-style-type: none"> Agricultural/Environmental Science Apprenticeship I Agricultural/Environmental Science Apprenticeship II 	<ul style="list-style-type: none"> Business Administration Apprenticeship I Business Administration Apprenticeship II 	<ul style="list-style-type: none"> Health/Medical Apprenticeship I Health/Medical Apprenticeship II
<i>Human Services Cluster</i>	<i>Technical and Engineering Cluster</i>	
<ul style="list-style-type: none"> Child Care/Education Apprenticeship I Child Care/Education Apprenticeship II Food Services Occupations Apprenticeship I Food Services Occupations Apprenticeship II Personal Services Apprenticeship I Personal Services Apprenticeship II Protective Services Apprenticeship I Protective Services Apprenticeship II 	<ul style="list-style-type: none"> Precision Production Technology Apprenticeship I Precision Production Technology Apprenticeship II Technical/ Mechanical Apprenticeship I Technical/ Mechanical Apprenticeship II 	

ENGLISH/LANGUAGE ARTS

Philosophy

In Fulton County we believe that the English/language arts classroom is a place where students begin to connect their own lives to the lives of others through great literature. We believe a balanced English/language arts program gives students opportunities to read and respond critically to literature; to write creatively, expressively, and analytically; to develop effective oral language skills; to investigate and present topics of interest using research methods; and to use media and technology to communicate for a variety of purposes.

Goals

Through our English/language arts program, the learner will

- Enjoy, appreciate, and evaluate language in all its forms.

- Listen, read, view, and think critically.
- Write and speak effectively for a variety of formal and informal audiences and purposes.
- Pre-write, draft, revise, edit, publish, and reflect as a means to more effective writing.
- Choose and apply appropriate reading strategies in order to analyze and evaluate written texts.

In striving to improve student achievement and to provide a high quality education for all students in Fulton County, we are committed to teach the writing process. The writing process, like the continuous improvement cycle of the Model for Excellence, fosters and reinforces excellence. Teachers and students can SEE across several drafts, PLAN for a special piece of writing to be carried through the process, and DO by revising the piece until it communicates the author’s voice and intent. Finally, students can CHECK by editing their work for Standard American English. Displayed work should be well-crafted pieces that represent the author’s best effort, that have been revised for meaning and style, and that have been edited for spelling, punctuation, capitalization, and grammar.

All high school students are required to complete four units of English/Language Arts and to sit for two End-of-Course Tests: Ninth Grade Literature and Composition and American Literature and Composition.

Most courses are available on two levels. On-level courses meet the needs of most students and are approved for the college preparatory course of study. Honors classes, also approved for the college preparatory course of study, are appropriate for students who have a past record of high achievement in English and reading.

Career Opportunities

- | | |
|---------------------------|------------------------|
| Administrator | Advertising manager |
| Attorney | Author/lecturer |
| Broadcaster | Business executive |
| Communications specialist | Consumer journalist |
| Court reporter | Drama coach |
| Filmmaker | Freelance writer |
| Interpreter for the deaf | Journalist |
| Legal secretary | Media specialist |
| Literary agent | Newswire editor |
| Performing artist | Professor |
| Proofreader | Radio and TV announcer |
| Receptionist | Salesperson |
| Secretary | Sportswriter |
| Stage manager | Teacher |
| Videographer | |

ELA Courses

- | | | |
|--|-----------|--|
| 9th Grade
9th Grade Literature &
Composition | OR | Honors
9th Grade Literature & Composition H |
| 10th Grade
10th Grade Literature &
Composition | OR | Honors
10th Grade Literature & Composition H |
| 11th Grade
American Literature &
Composition | OR | Honors
American Literature & Composition H
OR
American Literature & Composition H (one semester) and
AP Language & Composition (one semester) |

12th Grade

World Literature and Composition (one semester) &
Multicultural Literature & Composition (American)

OR

World Literature and Composition (one semester)
& English Literature & Composition

Honors

AP Literature and Composition (year-long)

OR

College English (year long)

The general elective courses listed below do not carry Language Arts credit:

- Writer's Workshop
- Reading Enhancement 9
- Reading Enhancement 10
- Dramatic Arts/Acting I
- Dramatic Arts/Acting II
- Dramatic Arts/Advanced Drama I, II, III, IV
- Dramatic Arts/Musical Theatre I, II, III, IV
- Dramatic Arts/Technical Theatre I
- Dramatic Arts/Technical Theatre II, III, IV
- Speech/Forensics I
- Speech/Forensics II
- Journalism: Newspaper I, II, III, IV
- Journalism: Literary Magazine I, II, III, IV

Dramatic Arts/Sciences Magnet Courses

- Dramatic Arts/ Fundamentals M
- 9th Grade Literature and Composition M
- American Literature and Composition M

ENGLISH TO SPEAKERS OF OTHER LANGUAGES (ESOL)

ESOL is a standards-based instructional program designed to address the unique challenges faced by students whose first language is not English. The ESOL Program integrates the WIDA Consortium English language proficiency standards with the Georgia Performance Standards (GPS). Students in ESOL develop proficiency in the English language skills of listening, speaking, writing, reading and comprehension while acquiring the academic content of the GPS. All instruction in the ESOL program is provided in English, thereby maximizing students' opportunity to master social and academic English language skills.

Georgia law mandates that students be screened for the ESOL program if their native language, home language, or first language is other than English. Students who are identified by these criteria are tested in accordance with state procedures to determine whether they qualify for ESOL services. All students who qualify for ESOL are tested annually with an English language proficiency measure in accordance with Federal laws. This measure is used to determine language progress and is one of the criteria used for exit from the ESOL program.

Goals

The WIDA English Language Proficiency Standards are:

- English language learners communicate for social and instructional purposes within the school setting.
- English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
- English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

- English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
- English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Students in the ESOL program possess well-developed language skills in one or more languages other than English, and are working to develop proficiency in the English language. When these students attain proficiency in social and academic English appropriate to their age and grade level and no longer need the intensive language support provided by the ESOL program they exit. Exited students are monitored for two years to ensure a smooth transition to mainstream classes.

Levels of Language Proficiency

Level 1 – Entering

English language learners at the Entering level will process, understand, produce or use:

- pictorial or graphic representation of the language of the content areas
- words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support
- oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support

Level 2 - Beginning

English language learners at the Beginning level will process, understand, produce or use:

- general language related to the content areas
- phrases or short sentences
- oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support

Level 3 – Developing

English language learners at the Developing level will process, understand, produce or use:

- general and some specific language of the content areas
- expanded sentences in oral interaction or written paragraphs
- oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support

Level 4 – Expanding

English language learners at the Expanding level will process, understand, produce or use:

- specific and some technical language of the content areas
- a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs
- oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support

Level 5 – Bridging

English language learners at the Bridging level will process, understand, produce or use:

- specialized or technical language of the content areas
- a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports
- oral or written language approaching comparability to that of English-proficient peers when presented with grade level material

ESOL Program Courses

- Communication Skills I

- Communication II
- Oral Communication in the Content Areas
- Writing in the Content Areas
- ESOL 9th Composition/Literature
- ESOL 10th Composition/Literature
- American Literature (Sheltered)
- ESOL 12th Composition/Literature (Sheltered)

HEALTH & PHYSICAL EDUCATION

Philosophy

In Fulton County, we believe:

- a developmentally appropriate and comprehensive experience in health and physical education is essential for meeting the diverse needs of all students;
- a quality health and physical education program will foster the development of motor skills, physical fitness, emotional strength, maturity, values, healthful decision-making and the pursuit of lifelong health and fitness;
- participation in daily health and physical education is an integral and inseparable part of the total K-12 educational experience.

Goals

The goals of the Fulton County K-12 health and physical education program are to:

- Provide a developmentally appropriate and comprehensive experience through exposure to a wide variety of activities and quality instruction at all levels;
- Recognize that participation in health and physical education can lead to an understanding and appreciation of diversity;
- Provide for the development of effective and efficient fundamental motor skills;
- Promote the acquisition of skills and beliefs needed to pursue a lifetime of involvement in physical activity and healthful decision-making;
- Promote an understanding of the relationship between physical activity and life-long health, and assume responsibility for personal health;
- Provide an environment which is safe and conducive to self-expression, enjoyment and creativity;
- Promote the relationship between health and physical education, school, community and life through an interdisciplinary approach to instruction where appropriate.

Career Opportunities

Audiologist

Coroner/mortician

Dentist

Emergency medical technician

Health and physical education instructor/teacher

Hospital administrator

Laboratory technician

Nurse

Optician/optometrist/ophthalmologist

Physical therapist

Physician's assistant

Coach

Dental assistant

Dietitian/nutritionist

Epidemiologist

Health services administrator

Hospital records technician

Medical illustrator

Nurse's aide

Pharmacist

Physician/surgeon/specialist

Public health service

Health and Physical Education Courses

Health

- General Health
- General Health AC (*adjusted curriculum*)
- Advanced Health

Personal Fitness

- Personal Fitness
- Advanced Personal Fitness
- Body Sculpting
- Physical Conditioning
- Advanced Physical Conditioning

Dance

- Aerobic Dance
- Advanced Aerobic Dance
- Dance
- Intermediate Dance

Gymnastics

- Gymnastics
- Intermediate Gymnastics

Outdoor Education

- Outdoor Education
- Intermediate Outdoor Education
- Lifetime Sports
- Recreational Games
- Intermediate Recreational Games
- Adventure Activities

Lifetime Sports

- Lifetime Sports
- Recreational Games
- Intermediate Recreational Games

Individual & Team Sports

- General Physical Education I
- General Physical Education II
- General Physical Education III

Track and Field

- Track and Field
- Intermediate Track and Field

Weight Training & Conditioning

- Weight Training I
- Weight Training II
- Weight Training III

Visual/Performing Arts & Arts/Sciences

Magnet Programs

- Modern Dance I M
- Modern Dance II M
- Modern Dance III M
- Modern Dance IV M

JUNIOR RESERVE OFFICER'S TRAINING CORPS (JROTC)

The Junior Reserve Officers' Training Corps curriculum is a leadership education program. This program will help students build a strong knowledge base of self discovery and leadership skills applicable to many leadership and managerial situations. Mastery of the Junior ROTC standards through project-based learning, service learning and leadership development activities will prepare students for 21st Century leadership responsibilities.

The curriculum focus is reflected in its mission statement, ***“To motivate young people to be better citizens.”*** The Junior ROTC courses meet the requirements for the Peach State Education Planning Tool as an elective or Program of Study under Government and Public Safety - Leadership. Satisfactory completion of the program can lead to advanced placement credit in the Senior ROTC program at an accredited college or university, or advanced rank in the armed forces.

Goals

- Maximize potential for success through learning and self-management
- Develop leadership skills
- Incorporate principles of mental and physical wellness into behaviors and decisions
- Build effective relationships with peers, co-workers, and the community
- Apply physical and political geography to building global awareness
- Correlate the rights and responsibilities of citizenship to the purposes of the U.S. government

- Relate events in U.S. history to choices and responsibilities Americans have today
- Characterize the role of the military and other national service organizations in building a democracy and maintaining peace in a democratic society.

Students are encouraged to participate in the numerous community and service learning projects that are scheduled throughout the school year. The Junior ROTC curriculum is enhanced through extracurricular and co-curricular activities including an annual formal event, competitive and community Color Guard teams, Exhibition and Standard Drill Teams, Raider Challenge Teams (rope bridge building, map reading, orienteering and physical fitness and Academic Bowl and Leadership Teams. In addition, Junior ROTC programs support Varsity Air Rifle Teams, a Georgia High School Association sanctioned sport. The integration of practical work with theory is fundamental to the program. A selected number of students may participate in an experiential summer learning program (JROTC Cadet Leadership Challenge). Students are expected to wear an issued uniform once a week and meet specified grooming standards.

JROTC Courses

- | | |
|----------------|----------------|
| • JROTC/Army 1 | • JROTC/Army 5 |
| • JROTC/Army 2 | • JROTC/Army 6 |
| • JROTC/Army 3 | • JROTC/Army 7 |
| • JROTC/Army 4 | • JROTC/Army 8 |

MATHEMATICS

Philosophy

The Fulton County Secondary Mathematics program is based upon the Georgia Performance Standards. The vision for this mathematics curriculum is achieving a balance among concepts, skills, and problem solving. Direct instruction lessons provide students with standards-based instruction from their teachers at the beginning of new lessons followed by opportunities for practice through classwork and homework. The curriculum stresses rigorous concept development, presents realistic and relevant applications, and keeps a strong emphasis on computational skills.

The Georgia Performance Standards will be the required Mathematics Curriculum for students graduating in the class of 2012 or later. Students will be expected to complete four years of mathematics as a requirement for graduation.

The mathematics courses required for a Georgia Board of Education College Preparatory Diploma are not necessarily the same as the courses required for students' admission to a four-year Public Georgia College and/or University. To ensure that a student will be qualified for admittance to the College or University of their choice, it is best to check with the college or university to find out exactly which courses they require in mathematics and other subjects.

Goals

The curriculum encourages students to reason mathematically, to evaluate mathematical arguments both formally and informally, to use the language of mathematics to communicate ideas and information precisely, and to make connections among mathematical topics and to other disciplines.

Career Opportunities

Accountant	Dentist	Nurse
Actuary	Dietitian	Nurse's aide
Aerospace engineer	Economist	Nutritionist
Agricultural scientist	EEG technologist	Oceanographer
Architect	EKG technician	Operations research analyst
Astronomer	Electronics engineer	Optician
Attorney	Emergency medical technician	Optometrist
Audiologist	Engineer	Petroleum engineer
Chemical engineer	Gardener	Pharmacist

Chiropractor
Civil engineer
Chemist
Clinical lab technologist
Clinical lab technician
Computer scientist
Coroner
Cosmetologist
Cryptologist
Dental assistant
Dental hygienist

Geologist
Industrial engineer
Landscape architect
Mechanical engineer
Medical assistant
Medical record technical
Metallurgical engineer
Meteorologist
Mining engineer
Nuclear engineer
Nuclear medicine technologist

Physical scientist
Physical therapist
Physician
Physician assistant
Physicist
Podiatrist
Radiologic technologist
Recreational therapist
Research Scientist
Statistician
Surveyor

Courses:

- GPS Algebra
- GPS Geometry
- GPS Geometry Honors
- GPS Advanced Algebra
- GPS Advanced Algebra Honors
- Math GHSGT Prep
- Advanced Mathematical Decision making
- Mathematics of Industry and Government
- Mathematics of Finance
- GPS Pre-Calculus
- GPS Pre-Calculus Honors
- GPS Accelerated Algebra Honors
- GPS Accelerated Geometry Honors
- GPS Accelerated Pre-Calculus Honors
- GPS (Non AP) Calculus
- AP Calculus (AB)
- AP Calculus (BC)
- AP Statistics
- Multivariable Calculus II/III Distance Learning w/ Georgia Tech *(for information please contact Georgia Tech Admission office by phone at (404)-894-4154 or go to the web site at <http://admiss.gatech.edu/dep/>)*

Additional Math Courses:

- Introduction to Research Methods
- Introduction to Engineering
- Journeys Across Mathematics (JAM)
- Mathematics, Technology, and Society (MTS)

Electives:

- Advanced Mathematics Topics
- GPS Algebra Support *(Elective or Core Credit in limited circumstances)*
- GPS Geometry Support *(Elective or Core Credit in limited circumstances)*
- GPS Advanced Algebra Support *(Elective Credit in limited circumstances)*

MUSIC EDUCATION

Music is Art - Art is Life

Philosophy

The study of music is important to one's aesthetic, emotional, academic, physical and social growth, and is a significant part of the cultural heritage of all peoples. Through music, individuals have the opportunity to develop keener insights into the dignity and worth of people, to enjoy a more humanized educational environment, and to grow intellectually and artistically.

Each student is unique and should learn to make independent judgments and informed choices with regard to personal needs. A developmental, sequential and productive music education program encourages self-directed learning and creativity. Past musical experiences enable students to build a value system, which is applied to new musical experiences.

If education is to be defined as the development of the total individual or the total personality, we believe music is an essential component of the education process, for music is a basic dimension of life.

Goals

Support students in building a lifelong relationship with music as consumers, producers and

performers

- Stimulate and expand aural, physical and visual senses
- Provide opportunities for all students to have some knowledge of music as well as providing certain students the opportunity for specialized and advanced study
- Help students perceive the value in the study of music
- Broaden pre-existing foundations of music experiences
- Aid students in discovering the common areas which exist in music with other arts and academics
- Provide students with a means for understanding and appreciating our cultural heritage, and to broaden the understanding of music in other cultures
- Provide opportunities through music for students to find satisfaction in their accomplishments both individually and collectively
- Foster within the student a respect for the opinion of others

High school course offerings include performance and non-performance classes designed to challenge students of all experiences and backgrounds. Performance courses may involve outside of school time rehearsal requirements that must be met to receive grade credit. Numerous additional performance opportunities for students are offered through high school music programs including: Atlanta Youth Symphony Orchestra, All-State, Georgia Music Educators Association events, Georgia High School Association sanctioned events, etc.

Career Opportunities

Professional Musician: conductor, composer, arranger, performer, military musician, copyist, studio musician, freelance artist, and symphony musician

Educator: school music teacher, private music teacher, college professor, music therapist and music supervisor/administrator

Business and Industry: manager, booking agent, retailer, salesperson, manufacturer, repair person, lawyer, publisher, piano tuner, union contractor, graphics designer, public relations, director

Films and Media: producer, engineer, director, actor, critic, editor, radio-television announcer and film score composer

Religion: organist, cantor, minister of music, youth director and choir director

Music Courses

- Beginning Chorus I, II, III, IV
- Intermediate Chorus I, II, III, IV
- Advanced Chorus I, II, III, IV
- Beginning Women's Chorus I, II, III, IV
- Advanced Women's Chorus I, II, III, IV
- Beginning Men's Chorus I, II, III, IV
- Advanced Men's Chorus I, II, III, IV
- Musical Theatre I, II, III, IV
- Keyboard Techniques I, II, III, IV
- Percussion Laboratory I, II, III, IV
- International Baccalaureate

Non-Performing Courses

- Music Theory I, II
- Music Appreciation I, II, III, IV
- AP Music Theory

- Dramatic Arts/Musical Theater I, II, III, IV
- ### Magnet Courses

- Beginning Band I, II, III, IV
- Advanced Band I, II, III, IV
- Advanced Jazz I, II, III, IV
- Beginning Orchestra I, II, III, IV
- Advanced Orchestra I, II, III, IV
- Chamber Music I, II, III, IV
- Guitar Techniques I, II, III, IV
- Mastery Band I, II, III, IV M
- Keyboard Mastery Class I, II, III, IV M
- Mastery Mixed Chorus I, II, III, IV M
- Mastery Orchestra I, II, III, IV M
- **Magnet levels of regular music courses**

SCIENCE

Philosophy

The Secondary Science program embraces the philosophy and premise of the *National Science Education Standards*, the National Benchmarks for Science Literacy and the Georgia Department of Education. The national standards, and the Georgia Performance Standards (GPS) objectives and goals are incorporated into the science courses. Fulton County believes that every aspect of science education encountered by students should enhance their understanding of science, enabling them to become environmentally, scientifically and technologically literate citizens.

Goals

For students entering 9th grade for the first time in the 2008-2009 school year or later, four credits of science are required for graduation. Students must take a year-long course of biology, physical science or physics and choose the third credit courses from environmental science, earth systems, chemistry, or AP Science courses. The fourth credit may be earned from any of the following courses that the student has not earned credit for previously: chemistry, physics, environmental science, earth systems, human anatomy and physiology, astronomy, designated Career and Technical Education courses, or AP Science courses.

Career Opportunities

Aerospace engineer	Conservation scientist	Optician
Agricultural scientist	Cosmetologist	Optometrist
Animal caretaker	Dental hygienist	Petroleum engineer
Architect	Dentist	Pharmacist
Astronomer	Gardener	Physical scientist
Audiologist	Geologist	Physical therapist
Biologist	Health therapist	Physician
Botanist	Home economist	Physician assistant
Chemical engineer	Industrial engineer	Physicist
Chiropractor	Landscape architect	Podiatrist
Civil engineer	Mechanical engineer	Psychiatric aide
Chemist	Medical assistant	Psychologist
Dietitian	Metallurgical engineer	Radiologic technologist
EKG technician	Meteorologist	Recreational therapist
Ecologist	Mining engineer	Respiratory therapist
Electrical Engineer	Nuclear engineer	Speech pathologist
Emergency medical technician	Nuclear medicine technologist	Surgical technician
Engineer	Nurse	Surveyor
Forest ranger	Nurse's aide	Teacher
Clinical lab technician	Nutritionist	Veterinarian
Coroner	Oceanographer	

Science Courses

- Biology
- Biology H
- AP Biology
- AP Environmental Science
- Botany
- Environmental Science
- Genetics
- Human Anatomy/Physiology
- Human Anatomy/Physiology H
- Microbiology
- Chemistry
- Chemistry H
- AP Chemistry
- Biochemistry
- Organic Chemistry
- Physics
- AP Physics B
- AP Physics C-Mechanics
- AP Physics C-
- Electricity & Magnetism
- Physical Science
- Physical Science H
- Astronomy
- Earth Systems
- Introduction To Research Methods M
- Science Technology & Society M
- Topics and Issues in Engineering M
- Topics and Issues in Medicine M
- Advanced Topics in Biology H M
- Advanced Topics in Chemistry H M
- Advanced Topics in Physics H M
- Biotechnology H

SOCIAL STUDIES

Philosophy

The purpose of the Fulton County School System's social studies curriculum is to prepare students to become citizens who participate in a democratic society in an increasingly interdependent world. Through social studies education students should acquire a continuing interest in their society; develop a respect for the dignity and worth of all persons; and achieve the depth of understanding, the loyalty to democratic ideas, and the skills necessary to accept responsibilities and rights of citizenship.

As a part of the social studies program, students are provided with learning opportunities that enable them to grow in their ability to think clearly and to integrate significant facts, concepts and generalizations from history and the social sciences into their own experiences. Students develop useful skills for obtaining knowledge, devising questions and engaging in problem-solving techniques through active involvement in the curriculum. Equally important, they should learn how to analyze issues from multiple perspectives and to test the validity of ideas apart from the sources of those ideas. Students are also encouraged to develop connections among ideas and events, both past and present that will promote cooperative and constructive solutions of problems and issues.

Goals

The social studies curriculum is designed to:

- Increase students' knowledge of the world and promote greater awareness of its diverse ethnic and cultural elements
- Reinforces the understanding of how a highly differentiated U.S. society maintains cohesion through adherence to the principles found in the Constitution and Bill of Rights
- Address concerns related to their social origins
- Acquire the skills, knowledge and perspectives necessary to achieve success in this global age.

All students are required to earn a total of three units of social studies credit in the following courses:

- Political Science
- World History
- U.S. History
- Economics

Additional courses may be selected from those listed on the following pages to fulfill a student's elective requirements for graduation.

Career Opportunities

Agency administrator
Business executive
Economist
Foreign service
International advertising specialist
Journalist
Military intelligence specialist
Personnel officer
Public affairs specialist
Teacher
Travel agent

Broadcaster
Customs clearance specialist
Export broker
Import merchant
International buyer
Lawyer
Professor
Salesperson
Touring agent
U.N. agencies support personnel

Social Studies Courses

- Economics
- AP Macroeconomics
- AP Microeconomics
- World Geography
- AP Human Geography
- Local History

- U.S. History
- U.S. History AC
- AP U.S. History
- African History
- International Affairs
- Russian History
- 20th Century Germany
- World History
- World History AC
- AP World History
- AP European History
- American Government
- Constitutional Law
- Political Science
- Political Science AC
- Political Theory
- AP Government Politics U.S.
- AP Government Politics Comparative
- AP Psychology
- Psychology
- College Psychology
- Human Behavior
- Human Relationships Sociology
- Current Issues
- Social Issues Through Media
- Economics S
- 9th Grade International Studies M
- Comparative Religion
- Sociology M
- U.S. History M
- World Area Studies M
- World History M

TALENTED AND GIFTED (TAG)

The Advanced Studies and Talent Development (TAG) Program identifies gifted students based upon State Board of Education Rule 160-4-2-.38. All Fulton County students are screened for the gifted program twice a year. If a student is referred for the gifted program, the school must gather information in the areas of multiple criteria: mental ability, achievement, creativity, and motivation. Students must qualify in three of the four areas of multiple criteria in order to be eligible for gifted services.

Philosophy

Intellectually gifted students require specialized educational experiences that promote the development and expression of their potential. If gifted individuals—as children, youths and adults—are to experience fulfilling lives and if society is to derive optimal benefits from gifted individuals' uncommon potentials, an educational program must be structured to develop more fully their exceptional and varied abilities, interests and talents.

The Fulton County gifted program is a response to the need to address the unique learning characteristics, interests, personal needs and capabilities of gifted children. The program emphasizes the gifted students' need for interaction with intellectual peers. Emphasis on the individual highlights the fact that there are differences among gifted students and a need for specialized educational experiences to meet these differences.

Basic to the philosophy of this program is the idea that no one teacher, resource, or instructional method can meet the needs of gifted students. Education for the gifted is viewed as a cooperative endeavor characterized, facilitated, and realized by the efforts of numerous individuals in the schools and community.

These goals are accomplished in Fulton County schools by providing the basic curriculum to identified gifted students in the regular classroom, adjusting the rate and depth of their learning and using a variety of appropriate teaching methods. Further differentiation beyond that in the regular classroom is accomplished through seminars, individual projects, advanced placement courses, directed studies, internships and joint enrollment. These are designed to intensify and extend their particular interests and aptitudes. Educational experiences for gifted students provide the additional variety and flexibility necessary to adjust and extend the Fulton County curriculum to meet these individuals' needs.

Goals

In accordance with this philosophy, the following program goals have been adopted in order to identify and serve the gifted students of Fulton County:

1. To help teachers, administrators, and parents identify gifted students and understand their unique abilities, needs, and preferences.
2. To design and implement differentiated instructional experiences in the school and the community.
3. To develop in gifted students an accurate and increasing awareness of themselves, their abilities, and their value to society.

We believe that by meeting the program goals and objectives, we will be able to promote and achieve the following learner goals to develop:

1. Advanced research methods and independent study skills,
2. Creative thinking and creative problem-solving skills in order to be generators of ideas and products which are original to the learners,
3. Higher order and critical thinking skills,
4. Advanced communication skills that incorporate new techniques, materials, and formats in the development of products and ideas that will be shared with real audiences.

TAG Courses

- Gifted Directed Study
- Gifted Career Internship

WORLD LANGUAGE

Fulton County Schools offer a variety of languages and levels for students to pursue from their freshman to senior year. Students who attend a Fulton County middle school have an additional opportunity to begin world language study in French or Spanish, and in some schools, Chinese, German, Japanese, Korean or Latin prior to high school.

Students in the college preparatory course of study are required to complete two years of the same language. Students in the career technology course of study are encouraged to study a world language of their choice, though world language study is not required. Middle school students who have completed the seventh and eighth grade world language courses receive one credit unit for successful completion of level one (successfully passed 2 semesters of 7th grade WL and successfully passed 2 semesters of 8th grade WL) and enter the level two courses in the ninth grade. If the middle school world language sequence was not completed in the eighth grade, an entering freshman may pursue the first year of any language beginning at level one.

Modern Language Goals

- To equip students with realistic lifelong skills that will enable them to function competently in a language other than their own and communicate and compete effectively in the global community and marketplace;
- To instill a greater awareness of their own culture and the culture(s) of others;
- To enrich students' lives by increasing their appreciation for language and culture.

Classical Language Goals

- Read, comprehend, and pronounce Latin.
- Develop a cultural awareness of the ancient Roman World
- Recognize the influences of Roman civilization on the modern world and of the Latin language on English and the Romance Languages

Career Opportunities

Many more career opportunities are available for those who have world language skills. In addition to many international and multinational American companies that have offices worldwide, foreign companies and investors are likewise located throughout the United States, with a considerable presence in Georgia. Some careers, of course, require extensive world language training and, therefore, a long sequence of study will be most beneficial to the high school student considering a career in which a second language will be used extensively. In other instances, some facility with another language may prove useful in gaining a desired position or for advancement.

Language as a Primary Skill — Required for a Job

Bilingual educator, World Language teacher, Researcher for multi-national companies, multi-lingual port receptionist, Translator and Interpreter, International Marketing, Foreign Service Personnel.

Language as Auxiliary Skill— Highly Useful or Required

Peace Corps volunteer, Missionary, Anthropologist, Teacher, Ambassador, Customs officer, Tutor, World Bank officer, Bilingual secretary, Freight forwarder, Invoice clerk, International research team, Archaeologist, Telephone operator, Engineer, Librarian, Researcher or Foreign commercial officer with the U.S. Department of Commerce, Defense Language Institute instructor, Foreign Services officer, FBI special agent, Attaché, Foreign correspondent, Special officers with the Armed Forces.

Language as Auxiliary Skill – Useful with Other Skills

Police officer, Vista volunteer, U.N.E.S.C.O. worker, World Health Organization worker, Importer/exporter, Overseas investment analyst, Overseas branch manager and representative, International banking worker, Merchant Marine, Fashion buyer, Department of Agriculture officer, Legal aid, Assistant in international law, Laboratory technician, Doctor, Nurse, Officer with the Bureau of Narcotics and Dangerous Drugs, U.S. Department of Education employee, U.S. State Department employee, Art dealer, Journalist, Book dealer, Hotel and motel employee, Flight attendant, Pilot, Ticket agent, Exchange program coordinator, Travel agent, Tour conductor.

Courses

- Chinese 1
- Chinese 2
- Chinese 3
- Chinese 4 H
- Chinese 5 H
- AP Chinese
- French 1
- French 2
- French 3
- French 3 H
- French 4
- French 4 H
- French 5 H or 6 H
- AP French Language
- AP French Literature
- German 1
- German 2
- German 2 H
- German 3
- German 3 H
- German 4
- German 4 H
- German 5
- German 5 H
- Japanese 1
- Japanese 2
- Japanese 2 H
- Japanese 3 H
- Japanese 4 H
- Japanese 5 H
- Korean 1
- Korean 2
- Korean 3
- Latin 1
- Latin 2
- Latin 2 H
- Latin 3 H
- Latin 4 H
- AP Latin: Vergil
- AP Literature
- Spanish I
- Spanish 2
- Spanish 2 H
- Spanish 3
- Spanish 3 H
- Spanish 4
- Spanish 4 H
- Spanish 5 H
- Spanish for Spanish Speakers I
- Spanish for Spanish Speakers II
- AP Spanish Language
- AP Spanish Literature