

Class of 2020

Mission Possible: Graduation and Beyond



High School 101
A Handbook for Students and Parents
Paulding County School District

Supports BRIDGE Advisement Mandates



Please note: The information provided in this guide is subject to change as updates and/or requirements become final from the Georgia Department of Education, Paulding County School Board (policy), and/or the Georgia Student Finance Commission Guidelines.

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Getting Started, Making Choices

As students move into high school, they have increasing opportunities to focus on their learning and plan for life after graduation. There are various academic, community, and social activities to be involved with, which provide a wealth of experiences. **Get involved, take charge and become the best student you can are three important areas to emphasize** as you move into high school. Students make many decisions during this time. Future decisions require careful thought and planning and a collaborative effort among students, parents, counselors and teachers.

This handbook along with the Career Planner located on the Counseling Information page of the district website is designed to assist the student and parent in making the high school experience both informative and successful. The information outlines graduation requirements, including course requirements for the high school diploma as well as required testing. Additionally, it provides valuable guidance in curriculum choices. Students and parents need to use this information while working closely with school personnel to complete a BRIDGE Advisement Graduation Plan, finalized the spring semester of the eighth year and reviewed annually. This plan includes all four years of high school and includes career decisions and goals after high school. As students complete Section 2 of the Graduation Plan, these courses become their course requests for the 9th grade year. **Students are required to select 2 Pathways and the appropriate 3 courses for 3 high school years for each pathway and then, 4 electives in priority order in Section 2 of the BRIDGE Plan.**

In a highly competitive and changing society, a quality high school education is essential in offering the academic foundation that students will need to be successful in an increasingly sophisticated and complex global community. Students are encouraged to improve, wherever they are academically, focusing on learning, working at and beyond grade level, and extending learning through enrichment activities. Students are encouraged to select challenging classes and explore career choices throughout high school.

The transition process into high school has already begun. The sixth, seventh, and eighth grade teachers, counselors, and administrators have been preparing students for this important step. BRIDGE advisement career interest inventories and career exploration and research on GAFutures and classroom guidance activities have been experienced by all middle school students. In addition, eighth grade students have experienced classroom guidance from the high school counselors regarding the high school experience and course offerings. Each middle school offers a graduation plan and course request presentation and work session opportunity during 1st or early 2nd semester. Each high school has an 8th Grade Parent Night during the spring semester. Counselors are there, at every turn, to see that students are ready and able to get the most out of the quality education offered within Paulding County high schools. Students are encouraged to participate in Freshmen Focus, an orientation opportunity, which is offered at each high school shortly before school begins.

While high school is new and exciting, it is perfectly natural to have some apprehension about the changes. High school is different from middle school due to increased responsibility and academic challenges. Along with the accepted responsibility, come more individual choices and freedoms.

Becoming familiar with the information in this handbook is a good start for a successful high school experience. Students and parents should use this guide and the district Career Planner throughout the high school experience as well as this critical time of beginning high school. Career Planner link:

<http://www.paulding.k12.ga.us/cms/lib010/GA01903603/Centricity/Domain/209/PCSD%20Career%20Planner%202015-16%20revised%207%2021%202015.pdf>

Let the journey begin and welcome to high school!



Mission Possible: Graduation and Beyond

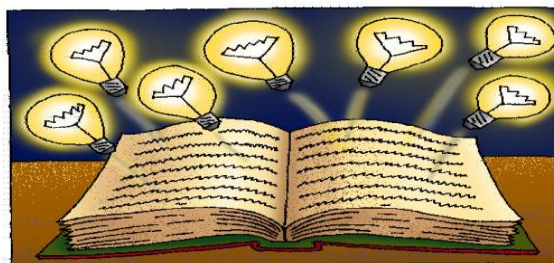
Mission Possible: Graduation and Beyond is a district-wide program that places emphasis throughout all grade levels that students and parents/guardians will focus on graduating from high school. In addition, students work collaboratively with school counselors to make certain that academic and career goals are identified and met through annual BRIDGE Advisement opportunities. Students are provided support so that they can answer these three important advisement questions:

*Who am I?
Where am I going?
How will I get there?*

Under this initiative, students are referred to as the “Class of”. Therefore, your 8th grade student has been and will be referred to as a student in the Class of 2020. All middle school students complete career portfolios using GAFutures. In addition to these worthwhile activities, students receive academic support and annual advisement/transition opportunities. Information is provided for students and parents as the student both enters and leaves middle school as well as during high school.

As your student moves to high school, high school counselors also provide academic and career support through major advisement projects, classroom guidance, Reality/Pathway as well as Career Fairs, and an enhanced use of www.GAfutures.org which includes mandated BRIDGE Advisement requirements. Individual students who need additional support are provided with credit recovery opportunities, individual counseling sessions, and mentoring support. High school counselors will implement the counseling program by providing classroom guidance which includes topics in academic skills support; organizational, study and test taking skills; career awareness and planning; and communication, problem-solving, and decision making skills. In addition to classroom guidance, students will be advised in individual student planning. Students along with parents/guardians will have an opportunity to participate in annual major BRIDGE Advisement planning sessions. Additionally, students may meet with a counselor to implement goal setting and complete career plans. Counselors also provide "responsive services" support for non-academic needs through either individual or small-group counseling. Also, high school counselors are intricately involved in the School Improvement Plans, support of testing, and the overall management of the counseling program. High school counselors work collaboratively with parents on academic planning and support, one-on-one parent conferencing, dual enrollment, school-to-work transition programs, and post-secondary planning.

Today’s young people are living in an exciting time, with an increasingly diverse and mobile society, new technologies, and expanding opportunities. To help ensure that they are prepared to become the next generation of workers, leaders, citizens and parents, every student needs support and guidance while exploring opportunities during the high school years, a time of rapid growth and change. Today, young people face unique and diverse challenges, both personally and developmentally, that impact academic achievement. High school counselors do not work in isolation; rather they are integral to the total educational program of all students. They provide proactive leadership that engages all stakeholders in the delivery of programs and services to help the student achieve success in school.





The following is the BRIDGE Advisement that was signed into law on May 20, 2010 by the Georgia General Assembly. The major advisement projects in the Paulding County School District support the requirements of the BRIDGE Advisement.

BRIDGE ADVISEMENT- Section 20-2-327 Part (c) - Georgia General Assembly HB 400 (May 20, 2010)

(c) Beginning with the 2010-2011 school year, students in the sixth, seventh, and eighth grades shall be provided counseling, advisement, career awareness, career interest inventories, and information to assist them in evaluating their academic skills and career interests. Before the end of the second semester of the eighth grade, students shall develop an individual graduation plan in consultation with their parents, guardians, or individuals appointed by the parents or guardians to serve as their designee. High school students shall be provided guidance, advisement, and counseling annually that will enable them to successfully complete their individual graduation plans, preparing them for a seamless transition to postsecondary study, further training, or employment. An individual graduation plan shall:

- (1) Include rigorous academic core subjects and focused course work in mathematics and science or in humanities, fine arts, and foreign language or sequenced career pathway course work (Federal Perkins Program of Study (POS))*
- (2) Incorporate provisions of a student's Individualized Education Program (IE), where applicable;*
- (3) Align educational and broad career goals and a student's course of study;*
- (4) Be based on the student's selected academic and career focus area as approved by the student's parent or guardian;*
- (5) Include experience based, career oriented learning experiences which may include, but not be limited to, internships, apprenticeships, mentoring, co-op education, and service learning;*
- (6) Include opportunities for postsecondary studies through articulation, dual enrollment, and joint enrollment;*
- (7) Be flexible to allow change in the course of study but be sufficiently structured to meet graduation requirements and qualify the student for admission to postsecondary education; and*
- (8) Be approved by the student and the student's parent or guardian with guidance from the student's school counselor or teacher adviser.*

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

Middle School

■ The following BRIDGE Law Advisement tasks are required to be completed in middle school in the student's MyGAfutures portfolio:

– Grade 6

- MyGAfutures Account must be set up

Account/User Name: PCSDXXXXX (XXXXX=5 or 6 digit student number)

Password: mmddyyyy (8 digit birth date)

Very Important: Student must not change user name and password without contacting school counselor.

Interest Profiler Career Interest Inventory must be completed.

– Grade 7

- Career Cluster Inventory must be completed.
- 3 Career Concentrations/Clusters must be explored.

– Grade 8

- 3 Careers and Occupational Information must be saved on 3 careers in the student's portfolio.
- Individual Graduation Plan is input on the Graduation Plan/BRIDGE Law Advisement Plan document
- Dual Enrollment Information is provided no later than February 1.

High School

■ The following BRIDGE Advisement tasks are required to be completed in high school in the student's MyGAFutures, GAFutures portfolio:

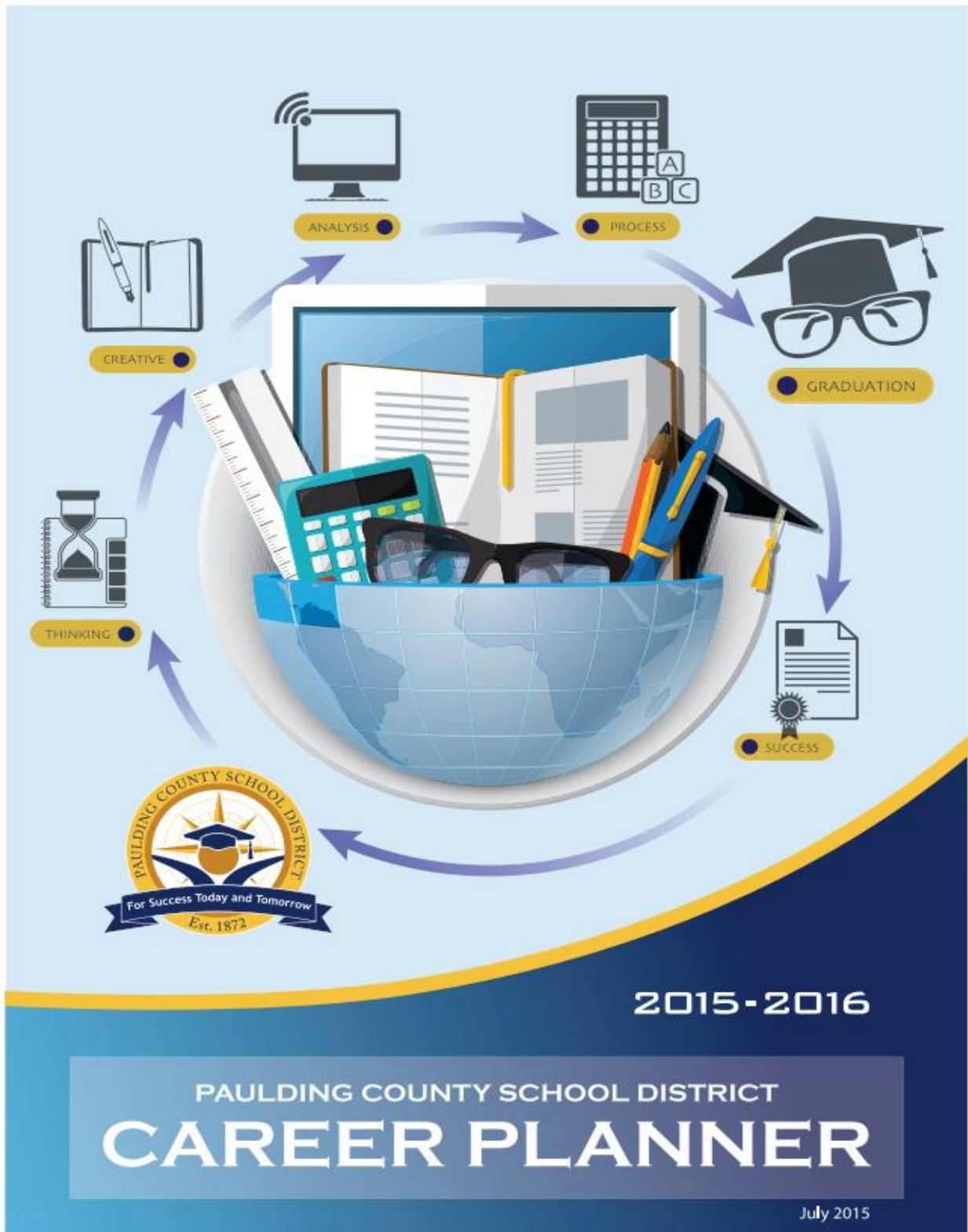
- Grade 9
 - GAFutures BRIDGE Advisement Graduation Plan (IGP) must be created or updated.
 - Three careers are explored which may be the same or different than the careers explored during eighth grade.
 - Dual Enrollment Information is provided no later than February 1.
- Grade 10
 - GAFutures BRIDGE Advisement Graduation Plan (IGP) must be updated.
 - Dual Enrollment activity must be completed.
 - Dual Enrollment Information is provided no later than February 1.
- Grade 11
 - GAFutures BRIDGE Advisement Graduation Plan (IGP) must be updated.
 - 3 Postsecondary Institutions related to student's Plan of Study are explored.
 - Dual Enrollment Information is provided no later than February 1.
- Grade 12
 - Senior Letter is received and reviewed by all students and parents.
 - Students identify and submit "next step" information: 4-year institute, 2-year institute, apprenticeship, military, technical college, special purpose school, or workforce in GAFutures.
 - Senior Capstone Project

SUGGESTIONS FOR PARENTS

- ❖ Review this guide and the district Career Planner.
- ❖ Review the choices that your student has made in eighth grade about what classes he or she will take in the ninth grade and attend the BRIDGE advisement opportunity held at the middle school that focuses on high school planning and course requests. Seek the help of school counselors, if you have questions.
- ❖ Review the BRIDGE Advisement Graduation Plan document with your student. This is completed during the 1st semester or early 2nd semester advisement opportunity at the middle schools.
- ❖ Get involved with your student's teachers and attend school functions.
- ❖ Encourage your student to become involved in the school community.
- ❖ Understand that it may take your student several weeks or months to get used to high school.
- ❖ Continue to encourage your student to be responsible and make good choices.
- ❖ Make sure teachers have correct phone numbers and email addresses for communication purposes.
- ❖ Review the high school student handbook that is given out each fall.
- ❖ Use Infinite Campus to continually review grades.
- ❖ Use the Paulding County School District website to review calendar, testing, academic, and athletic/extra-curricular information.
- ❖ Utilize the Counseling Information website. The link is: <http://www.paulding.k12.ga.us/domain/209>
- ❖ Utilize the local high school website for communication, upcoming events, and important information.

Career Planner

Link: <http://www.paulding.k12.ga.us/cms/lib010/GA01903603/Centricity/Domain/209/PCSD%20Career%20Planner%202015-16%20revised%207%202021%202015.pdf>



ACADEMIC SUCCESS

This section will focus on the standards that will help you be successful in high school—mastering standards in your courses, earning credits and graduating in four years. You will also learn about your options for continuing your education beyond high school.

School counselors will help you with:

Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

(Source: The American School Counselor Association National Model)

ACADEMIC EXPECTATIONS

For your student to be successful in high school, ensure that your student does the following:

- ❖ Attends class every day—Be in all classes every day! Studies show us that students perform better when they are actively engaged in instruction.
- ❖ Brings all materials to class—Always be prepared and take proper materials with you to class. A builder does not go out to his job without a hammer, nails, lumber, and numerous tools. You are building your educational background for your future; so you need your tools to do the job!
- ❖ Completes work on time—Keep up with all assignments and turn in projects. Being reliable and prompt will impress teachers as well as peers.
- ❖ Demonstrates personal organizational skills, such as record keeping, time-management, homework habits, note-taking skills, and listening skills.

Develop these areas to be successful in your education:

- ❖ Seek help from your teachers early when there is something that you do not understand.
- ❖ Use and improve both oral and written communication skills.
- ❖ Read additional books to enhance and supplement vocabulary.
- ❖ Apply knowledge to new situations.
- ❖ Increase research skills.
- ❖ Improve basic keyboarding skills.
- ❖ Strengthen math skills—the ability to work fractions, percentage, decimals, algebra, geometry and averaging problems.
- ❖ Review all materials thoroughly as you prepare for an assessment or project.

ACADEMIC STUDY SKILLS

This section will focus on the standards that will help you be successful in high school—mastering **HOW TO STUDY AND ACHIEVE ACADEMIC SUCCESS**

Study Plan and Study Preparation

Find a good place to study which eliminates all distractions, has good lighting, and all books and notes that you need. In your study plan identify and know your daily study schedule, what you need to study, review and recall key points, and review notes taken in class.

Review Techniques

Plan enough to allow an adequate review before all tests. Summarize your notes. Predict what you may be asked on a test.

Attitude

Think of learning as an opportunity to increase your knowledge and skills. Think of tests as a way to show yourself what you know, and what you don't know.

Organize

Plan to study and review on an ongoing basis. This will help you stay calm for tests.

Pace Yourself

When you are completing a test or project, carefully read the instructions. If a rubric is involved, ask questions until you understand the rubric. Budget your time well, particularly when you are taking an in class assessment. Always reread and check your work.

LISTENING SKILLS AND ACADEMIC SUCCESS**Stay Focused and Listen**

Listening is one of the most important skills you can develop. It is the second most difficult skill next to reading. Listening means no daydreaming and forming good habits of really hearing and not talking.

Predict What You Will Learn

Think about the main points of the last class and review any reading, problems, or other work that you have been assigned.

Keep It Relevant

What did the assignment have to do with your class? What comes to mind during instruction? Do you have enough background knowledge about what you are trying to learn? Can you connect this knowledge to future learning, i.e. math problem solving helps you with life problem solving skills?

Learning to Listen

Do not confuse hearing with listening. Good listening means paying attention as well as thinking about and around the topic. Listening is an active, not passive, activity.

TIME MANAGEMENT

Success in school depends on how well you plan your time. While in high school, always think about balancing your time. Of course, you need time to attend class and study. However, you will also take time to participate in sports, band, other extracurricular activities, etc. You also need time to enjoy. Remember exercise reduces stress! Take some time to reward yourself and do something special.



Graduation Requirements/Plan of Study

For the Class of 2020, there is one set of graduation requirements/plan of study that leads to a high school diploma in Georgia. However, the individual plans of study information linked to a Career Cluster and Pathway or Advanced Academic, Fine Arts or World Language Pathway are designated in this guide as well as the Career Planner. A plan/program of study is the set of courses needed to complete the requirements for graduation.

The chart below lists how many units of credit are needed in each course area in order to complete the graduation requirements and earn a high school diploma. This information is also located on the BRIDGE Advisement Graduation Plan in the left column.

High School Diploma Requirements				
Areas of Study	Units of Credit		Addtl. Information	
English/Language Arts***	4 units			
Mathematics***	4 units			
Science***	4 units			
Social Studies***	3 units			
Health and Physical Education	1 unit			
CTAE and/or World Language and/or Fine Arts Student is encouraged to complete a pathway (3 courses) in one of the above areas. Student must earn a minimum of 1 credit in CTAE, 1 credit in World Language and 1 Credit in Fine Arts in the same course to graduate.	3 units		<i>2 units of the same World Language required for admission to colleges and universities</i>	
General Electives	4 units			
Total Units Required for Graduation	23 units			
***Research, Regional, and State institutions of The University System of Georgia may require additional units in academic core areas in addition to the high school diploma units required.				

The following provides the total unit requirements for graduation and the unit requirements for promotion into the next grade level.

Graduation Requirements	23 units
Promotion Requirements	To 10 th – 5 units To 11 th – 11 units To 12 th – 17 units

GEORGIA GRADUATION RULE - (The IHF6 Graduation Rule Began with Class of 2012)

Please note: The Georgia State Board of Education implemented the current IHF6 Graduation Rule beginning with the Class of 2012. The information provided in this guide on the questions and answers as well as the high school diploma chart with required units and the student's BRIDGE Graduation Plan document are based on the rule that is currently in place for all high school students in grades 9-12. It is not anticipated at this time that there will be any graduation rule changes, however, all the information in this guide is subject to change as rules and requirements are mandated from the Georgia State Board of Education.

Below are the graduation requirements for students who are in 9th, 10th, 11th, and 12th grades during the 2015-2016 school year. The Class of 2020 students will have the same requirements as the last column on the right of the chart indicates.

In the 2015-2016 school year I will be a	SENIOR	JUNIOR	SOPHOMORE	FRESHMAN
I will be graduating in	2016	2017	2018	2019
How many units do I need for Promotions?	23 to graduate Senior status, 17 units required	To earn Junior status 11 units required	To earn Sophomore status, 5 units required	To earn
What tests are required to Graduate?	NONE	NONE	NONE	NONE
What percentage of the EOC averages into my final course grade? <small>9th Grade Literature, American Literature, GSE Mathematics, Physical Science, Biology, US History, Economics</small>	20%	20%	20%	20%
How many credits do I need to Graduate?	23	23	23	23
What do I need to know about Math?	GSE 4 units required Support classes DO NOT COUNT for graduation	GSE 4 units required Support classes DO NOT COUNT for graduation	GSE 4 units required Support classes DO NOT COUNT for graduation	GSE 4 units required Support classes DO NOT COUNT for graduation

State Board Passed Graduation Rule for Class of 2012 and Thereafter

In an effort to establish high expectations for all students, the State Board of Education passed a set of graduation requirements in September 2007. The IHF6 rule and BRIDGE Advisement emphasizes the importance of a single diploma choice and counselors supporting students through BRIDGE advisement planning.

Q: What classes of students are under the IHF6 rule?

A: IHF6 = Classes of 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019 and 2020 students

Q: Why did Georgia decide to revise the graduation rule(s)?

A: IHF6: The Georgia State Board of Education determined that a new set of graduation requirements were needed to assure that Georgia's high school graduates are college and work ready.

Q: Any addition reasons as to why the rules changed?

A: IHF6: The Class of 2012 rule was revised in conjunction with the implementation of the new Georgia Performance Standards in English/language arts, mathematics, science, and social studies as well as in some electives.

Q: What did the Class of 2012 (IHF6) rule do for our students?

A: IHF6: The rule eliminated Georgia's "tiered" diploma, in which there were different expectations for different students with four diploma options. All students now receive a strong core of classes in English/language arts, mathematics, social studies, and science. Elective courses are used to personalize the educational experience and to focus on the student's career interest area.

Q: Who did the rule affect?

A: IHF6: Since the Class of 2012 graduation rule officially went into effect during the 2008-2009 school year, the requirements affect those students who are currently in high school. It is also important to note:

- Currently, during the 15-16 school year, there are three courses in our district that count for high school credit while being taken at the middle school level for eighth grade students. These courses are 9th Grade Honors Literature and Composition, GSE Honors Algebra and Spanish I. These courses will count in the student's high school GPA and will be recorded on the high school transcript.
- Per state legislation (beginning with the Senior Class of 2007), [high school courses taken in middle school do not count toward the HOPE Scholarship grade point average.](#)

Q: What about students who receive special education services?

A: IHF6: Students with disabilities will be eligible to earn a regular diploma following specific criteria as outlined in the graduation rule.

Q: Is the Paulding County School District required to abide by the graduation rules?

A: IHF6: Yes. All Georgia public school systems are required to implement the graduation rule.

NOTEWORTHY FOR THE CLASS OF 2020

Advisement

Parents/guardians as well as student may review important documents regarding advisement that include power points and advisement checklists on the Counseling Information district website.

The screenshot displays the Paulding County School District website. The header features the district name and links for SIGN IN and REGISTER. A navigation bar includes links for HOME, OUR DISTRICT, ACADEMICS, DEPARTMENTS, STUDENT SUPPORT (highlighted), BOARD OF EDUCATION, EMPLOYMENT, FOR PARENTS, and FOR STAFF. Below this is a secondary navigation bar with icons and links for CALENDAR, ENROLLMENT, PARENT PORTAL, and DIRECTORY. The main content area shows a breadcrumb trail: Home > Student Support > Counseling Information > Overview. The 'Overview' section describes the mission of the Comprehensive School Counseling and Guidance Program and lists four key areas of focus: School Counseling Curriculum, Individual Student Planning, Responsive Services, and System Support. On the right side, there is a 'CONNECT WITH US' section with social media icons and a 'Counseling Information' sidebar with a list of links: Overview, ACT/SAT Testing, Advisement, Career Planners, Celebrating Diversity, Dual Enrollment/Move on When Ready, Elementary School Counseling, Financial Aid 101 & Scholarships, High School Counseling, Home School Information, Just Keep Peace, Middle School Counseling, and Mission Possible.

BRIDGE Advisement/Parent Conferences and Teacher/Parent Conferences:

Both parents and students will participate in conferencing opportunities each year. Specific sessions for parents and students will be conducted to plan, review, and/or revise progress toward the student's diploma requirements and career pathway/focused area of study choice. The BRIDGE Advisement Graduation Plan will be completed in 8th grade and reviewed annually. Conferences with subject area teachers regarding individual courses may be scheduled as needed with the individual teachers.

GAfutures

www.GAfutures.org is an online, interactive tool that helps students make choices about careers, colleges, technical schools, and financial aid. This site is used for each student to complete all of the BRIDGE Law mandated activities and save in the student's individual portfolio. It is a resource to help students and their families select a college, apply for admission, and plan to finance higher education. The mission of GAfutures is to: 1) increase access to postsecondary education in the state of Georgia and, 2) simplify the tasks and processes related to planning, applying and paying for higher education. GAfutures offers access to comprehensive information about colleges, universities, and technical colleges in Georgia. The site also enables students to apply for admission to each school listed. Students build their portfolio using this website. NOTE: Seniors request high school transcripts to be sent to in state schools (technical college and college) via their GAfutures account.



HOPE Scholarship:

The HOPE scholarship is a unique opportunity for Georgia high school students. Because the State continues to toughen the standards and requirements for obtaining this scholarship, parents and students should check Georgia Student Finance Commission's website often for the most current information.

(https://www.gacollege411.org/Financial_Aid_Planning/HOPE_Program/Georgia_s_HOPE_Scholarship_Program_Overview.aspx)

Every student must have his/her legal name, social security number, and correct birth date to be eligible for the HOPE Scholarship. Students should continually monitor the HOPE GPA on their MyGAfutures account.

Infinite Campus Viewer:

Both parents and students can monitor academic progress, check for missing assignments, and review attendance information through the Infinite Campus Viewer. Teachers enter grades and attendance into their electronic grade book, and Infinite Campus organizes and formats the data for convenient viewing at any time of the day or night. A student ID number and PIN code are required for access. The IC Viewer can be accessed from the main page of the Paulding County School District website. As with other online services, there may be times that the server is unavailable. In that case, please check back later.

Mathematics Placement:

Mathematics placement for the upcoming ninth grade class will be based on a number of factors. Factors considered will include the most recent middle school Milestone assessments or other state-mandated standardized test scores as well as the level of performance in the mathematics class in which the student is currently enrolled. Students taking GSE Honors Algebra I in eighth grade will take GSE Honors Geometry in ninth grade.

Participation in Graduation Ceremonies:

Only students who have met graduation requirements for a diploma as established by Board Policy IHF-HIGH SCHOOL GRADUATION REQUIREMENTS, will be allowed to participate in graduation ceremonies. Students must attain at least twenty-three (23) Carnegie units of credit before participating in the high school graduation ceremonies. Special needs students will continue to follow their Individualized Education Program (IEP) to determine graduation status.

Reality/Pathway Fair:

Eighth grade students attend a Reality Fair at one of the five high schools. Students receive a beginning salary that is linked to their chosen career. Then, students rotate through several booths: housing, daycare, car, groceries, city hall, furniture, insurance, clothing, charity, entertainment, life's unexpected event, etc. to see how far a month salary goes for their monthly expenses. In addition students have an opportunity to visit different booths to gain knowledge about the Career Technical and Agricultural Education (CTAE) Pathway courses offered at the high school along with information about the corresponding Career Technical Student Organization. This information helps students to select a CTAE Pathway.

IMPORTANT DEFINITIONS

Carnegie Unit: High school courses are set as a 2 segments of the day course earning 1.0 credit at the end of the semester or as a 1 segment of the day course carrying $\frac{1}{2}$ unit of credit at the end of a semester. A student who is in a traditional course earns either one or $\frac{1}{2}$ unit of credit in December and one or $\frac{1}{2}$ unit of credit in May for each course if he/she has a passing grade (70 or above). Students are scheduled with the possibility of earning a minimum of 7 Carnegie units of credit per school year with three and $\frac{1}{2}$ credits earned in the fall semester and three and $\frac{1}{2}$ credits earned during the spring semester. If a student has a block course over two segments of the school day then, the student earns one credit at the close of the semester.

Core Courses: Courses from English, Mathematics, Science, Social Studies and World Language. Courses in the core course areas may be required or elective. These courses count for the HOPE GPA calculation unless the courses are taken in middle school.

CTAE Courses: Career, Technical, and Agriculture Education courses are offered in the 17 Career Cluster areas and are called CTAE Pathway courses. A CTAE Concentrator is defined as a student who takes at least three sequential courses in a specific program area during his/her high school career. For industry certification in the Career, Technical and Agricultural Education area three courses in the same area are considered core. In addition, for a student to complete a CTAE Career Pathway the courses must be taken in sequence and completed within the pathway. An End-of-Pathway Assessment is given at the end of the third CTAE sequential course. Certain programs may also grant certificates.

CTSO: Career and Technical Student Organizations (CTSO) are designed to build character and develop leadership abilities of high school students. These organizations and the description for each are in the ***Career Planner***.

Dual Enrollment/Move on When Ready Courses: This program provides students the opportunity to be "dual credit enrolled". This means a MOWR student is enrolled at the high school as well as the college or technical college. In this program a high school student may be part time or full time at the postsecondary school.



Elective Courses: Courses that a student may select beyond the core requirements to fulfill the total Carnegie unit requirements for graduation.

End-of-Course Milestones Tests: End-of-Course assessments are mandated for GSE Algebra I and GSE Geometry as well as the accelerated levels of these two courses. In addition regular and honors courses in these areas have EOCs: Ninth Grade Literature/Composition, American Literature/Composition, Biology, Physical Science, U.S. History, and Economics. Students enrolled in these classes will be required to take these tests to earn credit. Student's scores will count as a percentage determined by the State Department of Education and will be the final exams for the courses. Currently, the percentage weight is 20 for the EOCs. To earn credit the student's final grade for the course must be an average of 70. These tests are also used if a student opts to test-out of any of the EOC courses. See Test-out section for more information.

Embedded Course: During the 2015-2016 school year the CTAE course that was approved by the Georgia Department of Education with embedded standards from a core academic course is Essentials of Healthcare, course number 25.44000. The Essentials of Healthcare (2nd course in some of the Health Science Cluster Pathways) **meets the fourth science requirement** for high school graduation and meets the fourth science requirement for admission to the University System of Georgia and the Technical College System of Georgia. Students who earn one unit of credit for this course shall also receive one unit of credit for Human Anatomy and Physiology, course number 26.07300. The Human Anatomy and Physiology course is coded under the Elective category on the district transcript. However, both the Essentials of Healthcare and the Human Anatomy and Physiology course are HOPE eligible courses. It is possible during the high school years that more embedded courses will be added.

Grading Period: The high school grading period is 18 weeks or one semester. Thus, the fall semester grading period begins in August and continues to build until the end of the first semester. Then, the spring semester grading period begins in January and continues until the end of school. Only classes which are specifically designed to be semester in length (i.e. economics, government, personal fitness, health) will be completed at the end of one semester and therefore, a second course/semester is not required.

High School Diploma: Document awarded to students certifying that they have satisfied requirements of attendance, Carnegie units, and testing as specified by the State of Georgia and local Board of Education, including the specified Georgia High School Graduation Writing Test and End-of-Course grades that include the course grade and test calculation.

PSAT: Historically, the PSAT assessment is given in mid-October to all 10th grade students in the state of Georgia. Eleventh grade students take this test to meet qualifications for the National Merit Scholarship.

Prerequisite Courses: courses that must be passed in order to enroll in the next or subsequent course in a subject area. Mathematics, World Language and CTAE courses all have prerequisite courses.

Promotion: For a 9th grader to move to 10th grade status, he/she must earn a minimum of **5** Carnegie units.

Required Courses: Specific courses or their equivalent required by the state of Georgia which must be taken and passed in order to graduate and receive a diploma.

Transcript: A written record of a student's academic progress toward a diploma.

Work-Based Learning: This program is designed to provide experiences and activities that support a school to career transition. This means that students are allowed to work off campus in the business community in order to learn more about a chosen career. There are basic requirements for this program and these are listed in the **Career Planner** along with the program types.

HIGH SCHOOL CLASSES AND GRADING

1. The school year is divided into 2 semesters of approximately 18 weeks each. Middle school students who have taken the Honors 9th Grade English/Lit and/or Honors GSE Algebra I courses also have grades posted at the end of each semester with .5 credit earned for passing the course with a 70 or higher.
2. A student takes a minimum of 7 credits of courses each year for four years.
3. Taking 7 classes, a student can earn 7 units of credit per year if all classes are passed.
4. Generally, a freshman takes 4 or 5 core courses including one in each area of English, Math, Science, and Social Studies. Most 9th graders also take Health/Personal Fitness during the 9th grade year with the other class usually being an elective. Some students begin or continue their World Language requirement during the 9th grade year. World Language (Modern Language/Foreign Language) is considered a core course. Students must graduate with two courses in the same World Language in order to be admitted to a college or university. World Geography, if taken, is a Social Studies elective course.
5. Ninth grade core courses are one credit courses with grades and credits finalized at the end of first semester and then, again, at the end of second semester. Some core and elective courses are taught on a 100-minute block with one full credit earned at the end of the semester. For a traditional course, .5 credit is earned at the close of first and then, .5 credit is earned at the end of second semester. Both first and second semester grades and credits are a part of the permanent record and transcript. For semester courses, i.e. Health and Personal Fitness, semester grades and credits are earned either at the end of first or second semester. For each course, a percentage of the final grade is determined by a cumulative exam or for EOC courses, the EOC grade.
6. The overall grade for the course determines whether or not credit is awarded. A final grade of '70' or better is required for passing and earning credit for a course.
7. If a student fails any required course, the student must repeat the class until it is passed. A failing grade remains on the academic record and is included in the student's overall Grade Point Average (GPA). If a student fails a required class, the student must make immediate plans to retake the class. Summer school, online courses, and Georgia Virtual Credit Recovery are the best routes to follow for credit recovery. Credit recovery information is available through school counselors.
8. A total of 5 units must be passed in order to become a 10th grader.
9. Individual teachers will provide a course syllabus with an outline of the course, classroom expectations and a grading plan. Performance standards are provided by each teacher.

HIGH SCHOOL GRADING SCALE

90 – 100	A
80 – 89	B
70 – 79	C
Below 70	F

EXTRA-CURRICULAR ELIGIBILITY

Eligibility refers to a student's good standing so that he/she may participate in high school athletics and other competitive activities, which includes cheerleading. Eligibility rules are governed by the Georgia High School Association (GHSA). Currently, all first time 9th graders are eligible to participate for the first semester. To maintain eligibility for second semester, a 9th grader must be passing at least five (5) of his or her classes and "be on track for graduation" (GHSA). Second-year students must have accumulated five (5) total Carnegie units in the first year, and passed at least five courses in the previous semester.

According to GHSA rules, students must reside in the local school's attendance area as established by the Board of Education. Students attending a school outside their home school's attendance zone must sit out for one year before becoming eligible.

Please note: A student can have no more than five unexcused absences in the prior semester in order to participate in extra-curricular activities.



ADVISEMENT AND COURSE REQUESTS COLUMN (S.2) FOR 9TH GRADE COURSES-Page 1

The following is the BRIDGE Advisement Graduation Plan Document (page 1). Please note Section 2 for making course requests for the 9th grade year (2016-2017). Course descriptions are in this guide and are also in the district's Career Planner.

Class of 2020 and Thereafter Advisement Plan (BRIDGE Graduation Plan)

Paulding County School District
Mission Possible: Graduation and Beyond

Student: _____ MS: _____
Last Name First Name M.I. Year Entered High School: _____ HS: _____

S.1 Course Name (Use Transcript)	Credit	S.2 9 th Grade (Circle or Write in Course)	S.3 10 th Grade (Circle or Write in Course)	S.4 11 th Grade (Circle or Write in Course)	S.5 12 th Grade (Circle or Write in Course)
I. ENGLISH: 4 UNITS REQUIRED					
9th Grade Lit/Comp (EOC)		9th Grade Literature	World Literature	American Lit/Comp	British Literature
World Lit/Comp		Honors 9 th Literature	Honors World Literature	Hon. Am. Literature/Comp	Hon. British Literature
American Lit/Comp (EOC)				AP Language	Advanced Comp
British Lit/Comp or Advanced Comp.		Honors World Literature (Honors 9 th Lit Course credit earned in middle school)*	Honors American Lit/Comp AP Language	Honors British Literature AP Literature/Comp	5 th English course Dual Enrollment English
II. MATHEMATICS: 4 UNITS REQUIRED					
GSE Algebra I or Accelerated Course (EOC)		GSE Algebra I	GSE Geometry	GSE Algebra II	GSE Pre-calculus or Advanced Math
GSE Geom. (EOC) or Accelerated		GSE Accelerated Algebra I/ Geometry A	GSE Accelerated Geom. B & Algebra II	GSE Accelerated Pre-Calculus	Decision Making or Statistical Reasoning AP Calculus or AP Statistics
GSE Algebra II or Accelerated		GSE Honors Geometry (Honors GSE Algebra I credit earned in middle school)*	GSE Honors Algebra II	GSE Pre-Calculus	5 th Math course or Dual Enroll. Math
GSE Pre-calculus		Foundations of Algebra Students who meet score requirements from I Khan test will have these math courses.	GSE Algebra I	GSE Geometry	GSE Algebra II
III. SCIENCE: 4 UNITS REQUIRED					
Biology (EOC)		Biology	Chemistry	Physics	
Chemistry, Earth Systems or Environmental Science		Honors Biology	Honors Chem.	Honors Physics	Forensic Science
Physical Science (EOC) or Physics			Earth Systems	Physical Science	Anatomy
1 Additional Science			Environmental Science	AP Chemistry	Zoology
(AP Courses Senior Year in: Bio./Chem./Env. Sci./Physics)			Hon. Environmental Sci.	AP Biology	AP _____
IV. SOCIAL STUDIES: 3 UNITS REQUIRED					
World History		World Geography	World History	U. S. History	Government / Economics
U. S. History (EOC)		Honors World Geography	Hon. World History	Honors U. S. Hist.	Honors Government / Honors Economics
Economics (EOC) (Sem.-.5 credit)		AP Human Geography	AP World History	AP U.S. History	AP Government / AP Economics
Government (Sem.-.5 credit)					
V. HEALTH & P.E.: 1 UNIT REQUIRED					
Health (.5 credit) Pers. Fitness (.5 credit)		Health-.5/Personal Fitness-.5			
VI. Pathway - CTAE/WORLD LANG./FINE ARTS: 3 UNITS REQUIRED					
2 units in same World Language required for college admission		#1 Pathway Course #1	Course #2	Course #3	
		#2 Pathway Course #1	Course #2	Course #3	
VII. ELECTIVES: 4 UNITS REQUIRED					
In this section list electives in priority order (1 st , 2 nd , etc.)		3 rd	3 rd	3 rd	3 rd
		4 th	4 th	4 th	4 th
		5 th	5 th	5 th	5 th
		6 th	6 th	6 th	6 th
Total Units of Credit Required	23				

4 Rigorous Courses Required for HOPE-Link for Rigorous Courses identified by Georgia Student Finance Commission: http://www.gsfc.org/main/publishing/pdf/2012/Course_List.pdf
*High school courses taken during middle school do not calculate into HOPE Grade Point Average.

Revised 9/2/2015

White- High School Copy 1

Yellow-High School Copy 2

Pink-School Copy

Gold-Parent/Student Copy

Link for Career Planner with advisement information and course descriptions for all grade levels:

<http://www.paulding.k12.ga.us/cms/lib010/GA01903603/Centricity/Domain/209/PCSD%20Career%20Planner%202015-16%20revised%207%2021%202015.pdf>

The Career Planner is especially useful in planning Sections 3, 4 and 5 for grades 10, 11 and 12.

In order to make an informed decision about taking an AP or Honors course, the following needs to be considered:

General Questions to Consider:

- How many other commitments does the student have before or after school with athletics, work, clubs and activities, etc?
- How many other AP and/or Honors courses will the student be taking at the same time?
- Is the student willing to make a commitment since schedule changes may not be feasible once school begins?
- Is the student willing to work during the summer on assignments and/or reading which may be assigned?
- Is the student comfortable with extensive amounts of reading and writing required for each of the courses?

Advanced Placement Information

To make an informed decision about an AP course, it is helpful to read the syllabus and content before making a commitment. The College Board (which administers the AP exam and sets course content) has a webpage with links to syllabi for each of the AP courses in addition to parent and student bulletins, helpful information, etc.:

<http://www.collegeboard.com/student/testing/ap/about.html>

As long as a student earns a grade of 70 or above, 10 points are added to the student's average in the course (at the end). With HOPE scholarship calculations, AP courses receive a .5 weighting on a 4.0 scale which is added by the Georgia Student Finance Commission. (Note: This differs from the 10 points added for Advanced Placement courses on the Paulding County School District official transcripts. GSFC removes the 10 points and then, adds the .5 on the 4.0 scale for AP courses. The highest GPA that GSFC awards for an A is a 4.0. No weighting is added on the Georgia Student Finance Commission HOPE transcript for honors courses.) As long as a student scores well enough on the AP exam administered in the spring each year, they can possibly earn college credit for this course.

Honors Course Information

Honors courses follow the same Georgia Performance Standards (GPS) as non-honors courses, however, the content is studied at a much deeper level and it is often at a quicker pace than in a non-honors course. As long as a student earns a grade of 70 or above, 5 points are added to the student's average in the course (at the end). With HOPE scholarship calculations for an honors course, however, zero points will be added to their average.

Important: Course Requests for All Grade Levels are completed during the IC Registration Process

Advanced Placement and Honors course requests require parent approval. For 8th grade students the BRIDGE Advisement Graduation document has a parent signature line on page 2. This signature approves all Section 2 (page 1) courses including AP/Honors courses for the ninth grade year.

In order for high school students to become a pathway completer the following four areas should be considered. Students are strongly encouraged to complete one pathway from these areas:

- 1) **CTAE Pathway:** a series of 3 or 4 specified courses in a CTAE-approved pathway. Review the 15-16 Career Planner for Cluster and Pathway information.
- 2) **Advanced Academic Pathway:** an Advanced Academic Pathway may be followed in any of these four content areas: English Language Arts (ELA), mathematics, science or social studies. A student has completed an Advanced Academic Pathway in ELA, mathematics, science, or social studies when the criteria described in one of these areas below has been met:
 - a. **ELA**
Student graduated, thereby completing 4 required credits in ELA, **AND** Student's course history in ELA (23 course codes) includes at least one AP* Course Code (23.043; 23.053; 23.065) or one IB* Course Code (23.06800; 23.06900; 23.06110; 23.06120; 23.06130) **or** one post secondary enrollment code in 23 that fulfills a core graduation requirement in ELA, **AND** Student earned credits in two sequential courses in one world language.
 - b. **Mathematics**
Student graduated, thereby completing 4 required credits in mathematics, **AND** Student's course history in mathematics (27 course codes) includes at least one AP* Course Code (27.072; 27.073; 27.074) **or** one IB* Course Code (27.06120; 27.06130; 27.05220; 27.05240) **or** one post secondary enrollment code in 27 that fulfills a core graduation requirement in Mathematics, **AND** Student earned credits in two sequential courses in one world language.
 - c. **Science**
Student graduated, thereby completing 4 required credits in science, **AND** Student's course history in science (26 course codes and 40 course codes) includes at least one AP* Course Code (26.014; 26.062; 40.053; 40.083; 40.0841; 40.0842) **or** one IB* Course Code (26.01800; 26.01900; 26.06300; 40.08500; 40.08600) **or** one post secondary enrollment code in 26 or 40 that fulfills a core graduation requirement in Science, **AND** Student earned credits in two sequential courses in one world language.
 - d. **Social Studies**
Student graduated, thereby completing 3 required credits in social studies, **AND** Student's course history in social studies (45 course codes) includes at least one AP* Course Code (45.016; 45.052; 45.053; 45.062 45.063; 45.077; 45.0811; 45.082; 45.084) **or** one IB* Course Code (45.01310; 45.01320; 45.01700; 45.017100; 45.06500; 45.06600; 45.07800; 45.07900; 45.08700; 45.08800; 45.08900) **or** one post secondary enrollment code in 45 that fulfills a core graduation requirement in Social Studies, **AND** Student earned credits in two sequential courses in one world language.
- 3) **Fine Arts Pathway:** A Fine Arts Pathway may be followed in any of these five areas of study: visual arts, theater, dance, music, or journalism. A student has completed a Fine Arts Pathway when three courses are successfully finished from those identified in any one of the five areas.
- 4) **World Language Pathway:** A World Language Pathway may be followed in any of the world language areas included in the state list of approved courses.
Student graduated, **AND** also, student's course history in one world language includes 3 distinct high school Course Codes **OR** includes at least 2 distinct Course Codes plus a third code reflecting an AP* course, where AP courses are offered (60.017, French; 60.077, Spanish; 60.078, Spanish Lit; 61.017, German; 61.047, Latin; 62.0196, Chinese; 63.039, Japanese); or a third code reflecting an IB* course, where courses are offered (French, 60.01120, 60.01130; Spanish, 60.07130, 60.07160; German, 61.01120, 61.01130; Latin, 61.04120, 61.04130; Chinese, 62.01900, 62.01910; Japanese, 62.03920, 62.03930; Arabic, 63.10700, 63.01800;) or one post secondary enrollment course code in the same World Language reflecting a third course at the college level.



**Class of 2020 (one diploma—4 units required)
High School English Courses Started in 9th Grade**

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Course required for graduation		Course required for graduation	
9th Literature/Composition 9th Lit/Comp – Honors	World Lit/Composition World Lit/Composition - Honors	American Lit/Comp American Lit/Comp – Honors AP English Language/Comp	English Lit/Composition AP Lit/Composition

NOTE: All students are required to pass a full year of 9th Literature/and Composition and American Literature/Composition **AND** to take the End-of-Course assessment for 9th Literature/and Composition and American Literature/Composition

Ninth Grade Literature/and Composition

23.06100

This course integrates writing, grammar and usage, literature, speaking, listening, and critical thinking skills. In the course, the writing process is presented: planning, drafting, revising, editing, and proofing as well as the study of form in personal narratives, descriptions, and expository papers with an emphasis on persuasive writing. Also, this course includes reading a variety of multicultural literature: short stories, novels, tales, poetry, mythology, characteristics of various genres, literary elements, and vocabulary study.

A state mandated End of Course assessment is required and a percentage of the test counts for the student's overall course grade.

Ninth Grade Literature/and Composition (Honors)

23.061001

This course integrates writing, grammar and usage, literature, speaking, listening, and critical thinking skills. In the course, the writing process is presented: planning, drafting, revising, editing, and proofing as well as the study of form in personal narratives, descriptions, and expository papers with an emphasis on persuasive writing. Also, this course includes reading a variety of multicultural literature: short stories, novels, tales, poetry, mythology, characteristics of various genres, literary elements, and vocabulary study. Other topics and instructional methods specific to preparing students for the rigors of future honors or AP English courses are also included.

A state mandated End of Course assessment is required and counts as a percentage (percentage currently under review by State Department of Education) of the student's overall course grade.

English courses emphasize all areas of language arts. In accordance with the state's curriculum and performance standards, grammar is incorporated into all phases of the English/Language Arts curriculum. English/Language Arts skills, including reading, are foundations to success in high school.

All students are required to complete 4 units of English including one full credit of 9th Grade Literature/and Composition and one full credit of American Literature/Composition.

End-of-Course Milestone Assessments

Students enrolled in Ninth Grade Literature and Composition or Ninth Grade Literature and Composition (Honors) are required to take the state-mandated End-of-Course assessment for that course.

Class of 2020 (one diploma—4 units required)
High School English Courses Started in 8th Grade

GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Course required for graduation		Course required for graduation		
Ninth Grade Lit. and Composition Honors	World Lit/Composition - Honors	American Lit/Comp – Honors AP English Language/Comp	British Lit/Composition AP Lit/Composition	5 th English Course Dual Enrollment Course

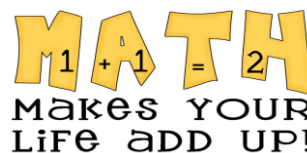
NOTE: All students are required to pass a full year of 9th Literature/and Composition and American Literature/Composition **AND** to take the End-of-Course assessment for 9th Literature/and Composition and American Literature/Composition

For a student who begins English course for high school credit during 8th grade, the Grade 12 Courses in English are optional and may include an English Dual Enrollment Course.

HONORS WORLD LITERATURE/AND COMPOSITION

This course focuses on a study of literary genres; the student develops understanding that theme is what relates literature to life and that themes are recurring in the literary world. The students explore the effect of themes in regard to interpretation. The students will read across the curriculum to develop academic and personal interests in different subjects. While the focus is persuasive writing in tenth grade literature, the student will also demonstrate competency in a variety of writing genres: narrative, expository, and technical. The student will engage in research, timed writings, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking, rather than in isolation. The students demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes. Other topics and instructional methods specific to preparing students for the rigors of future honors or AP English courses are also included. Summer assignments may be required.

MATHEMATICS



As students embark on their high school careers, they should **carefully** select their mathematics courses considering the level of skills they have achieved in middle school. This decision should consider their future goals, which could be greatly influenced by the math courses that they are able to complete during their high school career. In most instances, the skills learned in their math classes are a prerequisite for the next course. Therefore, it is necessary for students entering 9th grade to begin at an appropriate level, and to pass their math class each year in order to remain on target for graduation.

Class of 2020 (one diploma—4 units required)
High School Mathematics Courses Started in 9th Grade

The Georgia Mathematics Curriculum focuses on actively engaging students in the development of mathematical understanding. Thus, class of 2019 students will either follow a regular CCGPS series of four math courses or the accelerated math courses ending with an Advanced Placement course plan. Please note that students who need support in math may be required to take support math courses.

GRADE 9	GRADE 10	GRADE 11	GRADE 12
GSE Algebra I*	GSE Geometry*	GSE Algebra II	GSE Pre-Calculus
GSE Accelerated I/Geometry A	GSE Accelerated Geometry B/Algebra II	GSE Accelerated Pre-Calculus	AP Calculus AB or BC or another advanced math course

***A mathematics support class may be required for students who need additional time during the school day in mathematics.**

End-of-Course Milestone Assessments

Students enrolled in certain courses will be required to take an End-of-Course Milestone assessments as mandated by the state. This testing will impact students enrolled in the first two math courses as well as the first two accelerated math courses.

GSE Algebra I *Prerequisite: Successful completion of 8th Grade Mathematics.*

27.09900

Algebra I is the first course in a sequence of three required high school courses designed to ensure college and career readiness. The course represents a discrete study of algebra with correlated statistics applications. The high school standards for this course allow students to gain a foundation in linear, quadratic, and exponential functions before they are brought together to be compared/contrasted at the end of this course. As key characteristics of functions are introduced, and revisited, students gain a deeper understanding of such concepts as domain and range, intercepts, increasing/decreasing relative maximum/minimum, symmetry, end behavior and the effect of function parameters.

GSE Accelerated Algebra I/Geometry A

Prerequisite: *Successful completion of 8th Grade Mathematics.*

27.09940

This is the first in a sequence of mathematics courses designed to ensure that students are prepared to take higher-level mathematics courses during their high school career, including Advanced Placement Calculus AB, Advanced Placement Calculus BC, and Advanced Placement Statistics.

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

Class of 2020 (one diploma—4 units required)

High School Mathematics Courses Started in 8th Grade

GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Honors GSE Algebra I*	Honors GSE Geometry*	Honors GSE Algebra II	Honors GSE Pre-Calculus	5 th Math Course Dual Enrollment Math Course

Grade 12 Courses in Mathematics may include AP Calculus, AP Statistics and/or may include a Mathematics Dual Enrollment Course.

27.09910

GSE GEOMETRY - HONORS

This is the second course in a sequence of courses designed to provide students with a rigorous program of study in mathematics. It includes complex numbers; quadratic, piecewise, and exponential functions; right triangles, and right triangular trigonometry; properties of circles; and statistical inference. Instruction and assessment should include the appropriate use of manipulatives and technology. Topics should be represented in multiple ways, such as concrete/pictorial, verbal/written, numeric/data-based, graphical, and symbolic. Concepts should be introduced and used, where appropriate, in the context of realistic phenomena. Other topics and instructional methods specific to preparing students for the rigors of future honors or AP Mathematics course are also included. A state mandated End of Course assessment is required.

Class of 2020 (one diploma—4 units required)

High School Mathematics Courses Starting in 9th Grade with Foundations of Algebra Course.

The purpose of students who qualify and begin with the Foundations of Algebra course is to provide an option for students who need substantial support to bolster success in high school mathematics. The Individual Knowledge Assessment of Number (IKAN) assessment is provided to students during second semester. Placement decisions for this course are made from the IKAN assessment results during the middle of second semester.

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Foundations of Algebra	GSE Algebra I*	GSE Geometry*	GSE Algebra II

For any student following this sequence of math courses who plans to attend a four year college, students will take a 5th math course during the senior year.

27.04810

Foundations of Algebra

Foundations of Algebra is a first year high school mathematics course options for students who have completed mathematics in grades 6, 7 and 8 and yet still need substantial support to bolster success in high school mathematics courses. This course provides opportunities to revisit and expand the understanding of foundational algebra concepts, employ diagnostic means to offer focused interventions and incorporate varied instructional strategies to prepare students for required high school mathematics courses. The course emphasizes algebra and numeracy in a variety of contexts including number sense, proportional reasoning, quantitative reasoning with functions, and solving equations and inequalities.

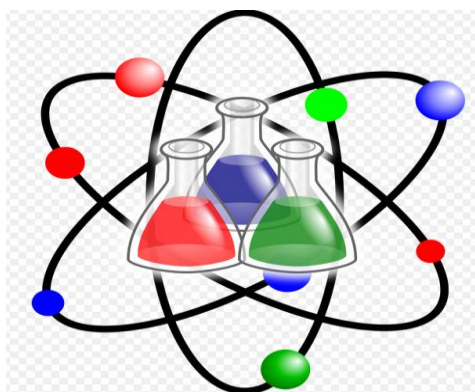
SCIENCE

Science courses should be carefully selected to provide the best preparation for either future courses or technical school courses. In an ever-changing society that is becoming technologically based, more and more careers depend upon a strong background in science. Four units of science are required for the high school diploma, and all students are strongly encouraged to take more than four units to better prepare them for their careers. Students who plan to attend college should take science courses that are approved for college admissions credit by the Board of Regents. School counselors will assist students to be certain that science courses meet Board of Regents requirements.

Science Fair will be an annual event at the county level for those students who choose to participate; however, teachers may choose to make projects mandatory in any given year. School-level fairs usually occur before the end of the first semester.

End-of-Course Milestone Assessments

Students enrolled in Biology or Honors Biology will be required to take an End-of-Course Test as mandated by the state.



Class of 2020 (one diploma—4 units required)

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Course required for graduation Biology, Honors Biology or AP Biology	Course required for Graduation Chemistry or Honors Chemistry, Earth Systems or Environmental Science	Course Required for graduation Physics, Honors Physics or Physical Science	4 th Science Course From Approved List is Required
Biology Honors Biology	Chemistry Honors Chemistry Earth Systems Environmental Science	Physics Honors Physics Earth Systems Environmental Science Anatomy/Physiology AP Biology AP Chemistry AP Environmental Science	Anatomy/Physiology AP Physics AP Biology AP Chemistry AP Environ. Science Other state approved 4 th year science course

Biology

26.01200

The Biology curriculum is designed to continue student investigations of the life sciences that began in grades K-8 and provide students the necessary skills to be proficient in biology. This curriculum includes more abstract concepts such as the interdependence of organisms, the relationship of matter, energy, and organization in living systems, the behavior of organisms, and biological evolution. Students investigate biological concepts through experience in laboratories and field work using the processes of inquiry.

A state mandated End of Course assessment is required and counts as a percentage (20%) of the student's overall course grade.

Biology (Honors)

26.012001

The Biology curriculum is designed to continue student investigations of the life sciences that began in grades K-8 and provide students the necessary skills to be proficient in biology. This curriculum includes more abstract concepts such as the interdependence of organisms, the relationship of matter, energy, and organization in living systems, the behavior of organisms, and biological evolution. Students investigate biological concepts through experience in laboratories and field work using the processes of inquiry. Other topics and instructional methods specific to preparing students for the rigors of future honors science courses, Advanced Placement, and IB science courses are also included.

A state mandated End of Course assessment is required and counts as a percentage (20%) of the student's overall course grade.



SOCIAL STUDIES

Although World Geography is *not required* for a High School diploma, it is strongly suggested and encouraged as (1) a better preparation for World History; (2) a fundamental basis for the study of American History in context of the United States development and its place and role in global issues; and (3) World History is required to meet the state's World Studies requirement for a high school diploma. Also required: one unit in U.S. History, one-half unit in Government, and one-half unit in Economics.

Advanced Placement social studies classes are offered. Students completing these courses and taking the College Board AP exam as well as choosing to take this exam may qualify to earn college credit. Students in the AP social studies classes are expected to have taken an appropriate sequence of social studies courses.

Class of 2020 (one diploma—3 units required)

GRADE 9	GRADE 10	GRADE 11	GRADE 12
	Required for graduation	Required for graduation	Required for graduation
All 4 courses are <u>elective</u> courses: Current Issues World Geography World Geography-Honors AP Human Geography	World History World History-Honors AP World History	U. S. History U.S. History-Honors AP U.S. History	Government (1 semester) Honors Government (1 semester) Economics (1 semester) Honors Economics (1 semester) AP Government (1 semester) AP MACRO ECONOMICS (1 semester)

COURSE DESCRIPTIONS FOR ELECTIVES-SOCIAL STUDIES**Current Issues****45.01200**

This ½ credit elective course addresses the major socioeconomic and political events of the Post World War II era. Students will study the following: current social, economic & political issues; sources of information; the interaction of technology & society; the relationship between the environment & energy; criminal behavior; health & social welfare programs; education; immigration; human rights; issues surrounding the development & use of weapons of mass destruction; ideological & political conflict; world economic issues & international trade. A good historical understanding of these topics and well developed communication skills (both oral & written) are strongly recommended for this course.

World Geography**45.07110**

This is an academic elective course that serves as an introduction to both physical and cultural geography. After an introduction to geographic themes & concepts, students study each major regions of the world, focusing on the importance of physical geography and its impact on the region's historical, cultural, economic, and political development. For each region, students learn about the importance of the physical geography and Study includes topics such as population, energy sources, urbanization, technology, environment & food supply.

World Geography Honors**45.071101**

This is an academic elective course that serves as an introduction to both physical and cultural geography. After an introduction to geographic themes & concepts, students study each major regions of the world, focusing on the importance of physical geography and its impact on the region's historical, cultural, economic, and political development. For each region, students learn about the importance of the physical geography and study includes topics such as population, energy sources, urbanization, technology, environment & food supply. Special attention is given to developing the critical thinking, test-taking, and writing skills needed to succeed in future Advanced Placement classes. Additional outside reading and document analysis are also incorporated into this course as part of the Accelerated curriculum.

Advanced Placement Human Geography**45.07700**

This course conforms to the College Board topics for the Advanced Placement Human Geography examination. It introduces students to the patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Topics covered include Population, Cultural Processes, Cities and Urban Land Use, Industrialization and Economic Development, Agriculture and Rural Land Use and the Political Use of Space. The course curriculum is organized around the themes that will allow students to: use and think about maps & spatial data; understand & interpret the implications of associations among phenomena in places; recognize and interpret at different scales the relationships among patterns and processes; define regions and evaluate the regionalization process; and characterize and analyze changing interconnections among places; Students are strongly encouraged to take the College Board AP Human Geography exam upon the completion of this course in May. Significant outside reading and assignments should be anticipated as part of the course.

End-of-Course Milestone Assessments

During their high school career, students enrolled in United States History and/or Economics will be required to take an End-of-Course Milestone Assessment as mandated by the state with the EOC score counting as a percentage of the final grade.

~~~~ MUSIC ~~~~

Beginning Band I

53.03610

This course offers opportunities to develop performance skills on a wind or percussion instrument. No prior instrumental music experience is required. Music is of grade I, II and III. Students must make their own arrangements to purchase an instrument.

Beginning Chorus I

54.02110

This class, for both men and women, provides an introduction to the basics of choral music performance. A variety of musical styles will be presented and required performances are an important part of the student's experience. Students should specify their request for fall semester only, spring semester only, or both semesters; however, both semesters are preferred.

Beginning Choral Ensemble I

53.07100

A beginning course for vocal music performance. Ensemble members are expected to possess self-discipline, musicianship, and commitment—all of which are necessary in attaining a high level of choral performance.

~~~~ PHYSICAL EDUCATION AND HEALTH ~~~~

These two ½ credit courses are taken in the ninth grade in the Paulding County School District and are required for graduation. Please note: Students who successfully complete three credits in the JROTC Career Pathway have met the requirement of Personal Fitness and Health.

Personal Fitness

36.05100

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

Health

17.00100

This ½ credit course explores the mental, physical and social aspects of life and how each contributes to total health and well-being. Safety, nutrition, mental health, substance abuse prevention, disease prevention, environmental health, family life education, health careers consumer health, and community health are all emphasized.

~~~~ VISUAL ARTS ~~~~

Visual Arts/Comprehensive I

50.02110

Visual Arts I is the prerequisite for all other art classes. Visual Arts I introduces art history, art criticism, aesthetic judgment and studio production. Emphasis is placed on the ability to understand and use elements and principles of design through a variety of media, processes, and visual resources. The course explores master artworks for historical and cultural significance.

Spanish I

60.07100

Introduces the Spanish language; emphasizes all skills: listening, speaking, reading, and writing skills in an integrated way. Includes how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to develop an understanding of Spanish-speaking cultures.

Spanish II

60.07200

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

French I

60.01100

Introduces the French language; emphasizes all skills: listening, speaking, reading and writing in an integrated way. Includes how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to develop an understanding of French speaking cultures.

Class of 2020 and the 17 Career Clusters

In House Bills 186 and 713, Georgia Legislators signed into law the 16 federal career clusters plus energy. As part of that law, elementary and middle school students receive classroom guidance from school counselors regarding the 17 clusters listed below as well as the career pathways and their sequential courses. These courses were approved by the State Board of Education in April 2013. These 17 Career Clusters are:



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

The information on the next two pages is based on the cluster information and then, 3 sequential pathway course lists that make up a career pathway in one of the 17 Career Clusters. As changes are provided by the Georgia State Department of Education, changes are communicated by school counselors to students and parents. In addition, updates are reflected in both High School 101 and Career Planner Guides.



CAREER CLUSTERS



OVERVIEW OF CAREER CLUSTERS PATHWAYS

- Georgia's 17 Career Cluster/Pathways provide a structure for organizing and delivering quality Career, Technical and Agricultural Education (CTAE) programs.
- Modeled after the National Career Clusters configuration utilized by most of the United States, Georgia's 17 Career Cluster/Pathways Model represents approximately 96 career pathways to help students navigate their way to greater success in college and career.
- As an organizing tool for curriculum design and instruction, the 17 Career Clusters provide essential knowledge and skills for the students' career pathways.
- This model functions as a:
 - *Useful guide in developing programs of study that bridge secondary and postsecondary curriculum.*
 - *Indicator of a range of career options for students' graduation plans of study.*
 - *Method of allowing students to discover their interests and passions, empowering them to choose the educational pathway that may lead to success in high school, college and career.*
- The 17 Career Cluster/Pathways encompass both secondary and postsecondary education and will strengthen and improve student transition from secondary to postsecondary education.
- The Paulding County School District offers 15 of the 17 Career Clusters.

AGRICULTURE, FOOD AND NATURAL RESOURCES

Careers with common knowledge and skills related to production, processing, marketing, financing, distribution, and development of agricultural commodities and resources. These commodities include food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.

ARCHITECTURE AND CONSTRUCTION

Careers with common knowledge and skills related to the designing, planning, managing, and building structures.

ARTS, A/V TECHNOLOGY AND COMMUNICATIONS

Careers with common knowledge and skills related to designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

BUSINESS MANAGEMENT AND ADMINISTRATION

Careers with common knowledge and skills related to the preparation of students with computer skills for future college and career plans. Cluster skills mastered include planning, organizing, directing, and evaluating as well as owning and operating a successful business.

EDUCATION AND TRAINING

Careers with common knowledge and skills related to planning, managing, and providing education and training services as well as related learning support services.

FINANCE

Careers with common knowledge and skills related to money management, including planning, investing, and spending. Students will gain career development skills for the finance world with opportunities that expand beyond basic business skills into financial literacy, banking, investing, insurance, and risk management.

GOVERNMENT AND PUBLIC ADMINISTRATION

Careers with common knowledge and skills related to planning and performing of government management and administrative functions at local, state, and federal levels. Careers are available in national security, foreign service, revenue, and regulations.

HEALTH SCIENCE

Careers with common knowledge and skills related to planning, managing, and providing services in therapeutics, diagnostics, health informatics, support areas, and biotechnology research and development.

HOSPITALITY AND TOURISM

Careers with common knowledge and skills related to the management, marketing, and operations of restaurants, and other food services, lodging, attractions, recreation events, and travel related services.

HUMAN SERVICES

Careers with common knowledge and skills related to family and human needs such as nutrition and food science, counseling and mental health services, family and community services, personal care, and consumer services.

INFORMATION TECHNOLOGY

Careers with common knowledge and skills related to the preparation for careers that create, use, modify, and engage technology skills. Graphics, multimedia animation, web design, game and application development, networking, and computer repair are all possibilities.

LAW, PUBLIC SAFETY, CORRECTIONS AND SECURITY

Careers with common knowledge and skills related to employment in emergency and fire services, legal services, protective services, and homeland security.

MARKETING

Careers with common knowledge and skills related to the process of anticipating, managing, and satisfying consumers' demand for products, services, and ideas. The Marketing career cluster generates the strategy that underlies advertising and promotional techniques, business communication, and business development.

SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM)

Careers with common knowledge and skills related to planning, managing, and providing scientific research and professional and technical services.

TRANSPORTATION DISTRIBUTION AND LOGISTICS

Careers with common knowledge and skills related to planning, managing, and moving people, materials, and goods by road, pipeline, air, rail, and water, and also includes other related professional and technical support services.

Career Clusters and Pathways for All High Schools

<p><u>1. Agriculture, Food, and Natural Resources</u> <u>Food Animal Systems</u> 02.47100 Basic Agriculture Science 02.42100 Animal Science and Biotechnology 01.43200 Agricultural Animal Production and Mgt. (PCHS) <u>Plant and Landscape Systems</u> 02.47100 Basic Agriculture Science 01.46100 General Horticulture and Plant Science 01.47000 Nursery & Landscape (PCHS) <u>Agricultural Mechanics System</u> 02.47100 Basic Agriculture Science 01.42100 Agricultural Mechanics Technology I 01.42200 Agricultural Mechanics Technology II (PCHS)</p> <p><u>2. Architecture and Construction</u> <u>Architectural Drawing and Design</u> 48.54100 Introduction to Drafting and Design 48.54500 Architectural Drawing and Design I 48.54600 Architectural Drawing and Design II (EPHS-HHS-NPHS) <u>Carpentry</u> 46.54500 Industry Fundamentals & Occ. Safety 46.54600 Intro. to Construction 46.55000 Carpentry I (NPHS-SPHS)</p> <p><u>3. Arts, A/V Technology & Communications</u> <u>Graphic Design</u> 48.56100 Introduction to Graphics and Design 48.56200 Graphic Design and Production 48.52800 Advanced Graphic Design (EPHS-HHS-PCHS) <u>Graphic Communication</u> 48.56100 Introduction to Graphics and Design 48.56200 Graphic Design and Production 48.57000 Advanced Graphic Output Processes (HHS-PCHS)</p> <p><u>4. Business Management & Administration</u> <u>Business and Technology</u> 07.44130 Introduction to Business and Technology 07.44100 Business and Technology 07.45100 Business Communication (All HIGH SCHOOLS) <u>Entrepreneurship</u> 07.44130 Introduction to Business and Technology 06.41500 Legal Environment of Business 06.41600 Entrepreneurship (HHS-NPHS)</p> <p><u>5. Education and Training</u> <u>Early Childhood Care & Education</u> 20.52810 Early Childhood Education I 20.42400 Early Childhood Education II 20.42600 Early Childhood Education Practicum (PCHS)</p>	<p><u>Teaching As A Profession (Only 10, 11,12)</u> 13.01100 Examining the Teaching Profession 13.01200 Contemporary Issues in Education 13.01300 Teaching as a Profession Practicum (EPHS-HHS-NPHS-SPHS)</p> <p><u>6. Energy</u></p> <p><u>7. Finance</u> <u>Business Accounting</u> 07.44130 Introduction to Business & Tech. 07.42600 Financial Literacy 07.41100 Principles of Accounting I (NPHS)</p> <p><u>8. Government and Public Administration</u> <u>JROTC Air Force</u> 28.01100 Aerospace Science: A Journey Into Aviation History Leadership I 28.01200 Aerospace Science: Science of Flight and Leadership II 28.01500 Aerospace Science: Exploration of Space and Leadership III 28.01600 Aerospace Science: Management of the Cadet Corps and/or Leadership IV (EPHS) <u>JROTC Army</u> 28.03100 JROTC Army Leadership Ed 1 28.03200 JROTC Army Leadership Ed 2 28.03300 JROTC Army Leadership Ed 3 28.03400 JROTC Army Leadership Ed 4 (HHS-NPHS-PCHS-SPHS)</p> <p><u>9. Health Science</u> <u>Therapeutic Services -Allied Health and Medicine</u> 25.52100 Introduction to Healthcare Sci 25.44000 Essentials of Healthcare 25.43700 Allied Health and Medicine (EPHS) <u>Biotechnology Research and Development</u> 25.52100 Introduction to Healthcare Sci. 25.57000 Essentials of Biotechnology 25.56900 Application of Biotechnology (PCHS) <u>Therapeutic Services – Patient Care</u> 25.52100 Introduction to Healthcare Sci. 25.44000 Essentials of Healthcare 25.43600 Patient Care Fundamentals (HHS-NPHS-PCHS-SPHS) <u>Therapeutic Services -Sports Medicine</u> 25.52100 Introduction to Healthcare Sci. 25.44000 Essentials of Healthcare 25.44600 Sports Medicine (HHS) <u>10. Hospitality and Tourism</u> <u>Culinary Arts</u> 20.53100 Introduction to Culinary Arts 20.53210 Culinary Arts I 20.53310 Culinary Arts II (EPHS-HHS-NPHS-PCHS-SPHS) <u>Sports & Entertainment Mkt</u> 08.47400 Marketing Principles 08.47800 Intro to Sports & Entertainment Marketing 08.48500 Adv Sports & Entertainment Marketing (NPHS)</p>	<p><u>11. Human Services</u> <u>Interior Fashion & Textiles</u> 20.44100 Foundations of Interior Design 20.44500 Fundamentals of Fashion 20.44700 Textile Science (EPHS)</p> <p><u>Personal Care Services – Cosmetology</u> 12.54400 Intro. to Personal Care Services 12.41000 Cosmetology Services II 12.41100 Cosmetology Services III (ALL HIGH SCHOOLS)</p> <p><u>12. Information Technology</u> <u>Web and Digital Design</u> 11.41500 Introd. to Digital Technology 11.45100 Digital Design 11.45200 Web Design (EPHS-HHS-NPHS)</p> <p><u>13. Law, Public Safety, Corrections and Security</u> <u>Law Enforcement Services - Criminal Investigations</u> 43.45000 Introd. to Law, Public Safety, Corrections, and Security 43.45100 Criminal Justice Essentials 43.45300 Criminal Investigations (HHS-NPHS-SPHS)</p> <p><u>14. Manufacturing</u></p> <p><u>15. Marketing</u> <u>Marketing and Management</u> 08.47400 Marketing Principles 08.44100 Marketing & Entrepreneurship 08.44200 Marketing Management (EPHS-NPHS-SPHS)</p> <p><u>16. Science, Technology, Engineering, and Mathematics</u> <u>Engineering Drafting and Design Pathway</u> 48.54100 Introduction to Drafting and Design 48.54200 Survey of Engineering Graphics 48.54300 3-D Modeling and Analysis (HHS)</p> <p><u>17. Transportation, Distribution and Logistics</u> <u>Automobile Maintenance and Light Repair</u> 47.53110 Basic Maintenance and Light Repair 47.53210 Maintenance and Light Repair 2 47.53310 Maintenance and Light Repair 3 (ALL HIGH SCHOOLS)</p>
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Career Pathway Course Information and Descriptions

During the middle school years students complete career portfolios as well as the BRIDGE advisement process. Students are asked to indicate their 1st and 2nd choices of the Career Clusters offered in the Paulding County School District. Students take a Career Pathway within the Career Cluster and become a Career Pathway “completer” when the three pathway courses are completed in sequence. The prior page includes a complete listing of the Career Pathways and the three courses that must be taken to complete a pathway. However, only the first courses offered under each Pathway have course descriptions that are included in this guide.

Important: Class of 2020 students or any high school student beginning a pathway will take the first course in the 17 Career Cluster and Pathway area of interest.

CTAE courses are to be taken sequentially. It is important to look at the Career Planner for all pathway course information. The Planner has the course description, listing of pathway courses, recommended courses, post-secondary degrees, diplomas and certificates, and CTAE Organization information. Top Career choices and additional career information is also provided. Example for one pathway is below.

HUMAN SERVICES

PERSONAL CARE SERVICES COSMETOLOGY PATHWAY

The Cosmetology program is formulated for students who desire to become licensed cosmetologists. All participating students are required by the Georgia State Board of Cosmetology to obtain a total of 1500 unit hours to be eligible for both the written and practical state test. Students benefit from the program because it allows the student the opportunity to obtain at least half of the required state board hours.



Pathway Concentration Courses

- 12.54400** • Introduction to Personal Care Services
- 12.41000** • Cosmetology Services II
- 12.41100** • Cosmetology Services III

Recommended Courses

- Advanced Cosmetology Services
- Chemistry
- Cosmetology Services - Core IV
- Foreign Language
- Internship I, II, III, IV, V
- Licensure and Employment Opportunities
- Science of Advanced Skincare
- Science and Art of Makeup
- Science of Cosmetology

Post-Secondary Degrees, Diplomas, and Certificates

Technical Colleges

- Cosmetology Instructor License
- Cosmetology License
- Master Cosmetology License

Colleges/Universities

- Cosmetology

Career and Technical Student Organizations

- SkillsUSA

TOP CAREERS CHOICES

Salary ranges from \$15,530 to \$42,460 per year. In order to obtain a license in cosmetology, nail technology, or skin care in the state of Georgia, students must complete the requirements listed below. Please contact the Georgia State Board of Cosmetology for more information. Requirements:

COSMETOLOGIST: 1500 Hours,
Apprenticeship 3000 Hours

HAIR DESIGN: 1325 Hours,
Apprenticeship 2650

ESTHETICIAN: 1000 Hours,
Apprenticeship 2000 Hours

NAIL TECHNICIAN: 525 Hours,
Apprenticeship 1050 Hours

ADDITIONAL CAREER CHOICES

Barber Stylist
Color Specialist Chemist
Cosmetologist
Esthetician
Hairstylist
Make-up Artist
Nail Care
Permanent Wave Technician
Platform Artist
Receptionist
Shampoo Tech
Wig Stylist

1. Agriculture, Food, and Natural Resources

Animal Systems

Plant Systems

Basic Agriculture Science - 02.47100

This course is designed as an introduction or support course for this Program of Study. The course introduces the major areas of scientific agricultural production and research; presents problem solving lessons and introductory skills and knowledge in agricultural science and agri-related technologies. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities

2. Architecture and Construction

Architectural Drawing & Design

Introduction to Drafting and Design - 48.54100

Introduction to Engineering Drawing and Design is a foundation course that serves as an introduction to the drafting and design field and is a prerequisite to all other courses in the Engineering Drawing and Design program. Emphasis is placed on safety, geometric construction, fundamentals of Computer-Aided Drafting, and multi-view drawings. Students learn drafting techniques through the study of geometric construction at which time they are introduced to computer-aided drafting and design. The standards are aligned with the drafting and design standards in the Georgia's technical colleges, thus helping students qualify for advanced placement should they continue their education at the postsecondary level. Further, the standards are aligned with the national standards of the American Design Drafting Association (ADDA). Students who successfully complete this and other drafting courses should be prepared to take the Drafter Certification Examination from the ADDA. Competencies for the co-curricular student organization, SkillsUSA, are integral components of both the core employability skills standards and the technical skills standards. SkillsUSA activities should be incorporated throughout instructional strategies developed for the course.

Carpentry

Industry Fundamentals and Occupational Safety – 46.54500

This course is the foundational course that prepares students for a pursuit of any career in the field of construction. It prepares the student for the basic knowledge to function safely on or around a construction site and in the industry in general. It provides the student with the option for an Industry Certification in the Construction Core.

This course explains the safety obligations of workers, supervisors, and managers to ensure a safe workplace. Course content discusses the causes and results of accidents and the dangers of rationalizing risks. It includes the basic content of OSHA 10-hour safety standards. It also includes the basic knowledge and skills needed in the following areas: construction math, hand and power tools used in the field, general blueprints, and basics of rigging safety.

3. Arts, A/V Technology and Communications

Graphics Design

Graphic Communications

Intro to Graphic Design – 48.56100

This course is the first in a series that prepares the student for employment or entry into a postsecondary education program in the graphic communications career field. Topics to be covered include: Introduction to Graphic Communication Career; Digital File Preparation; Press Operations, Measurement; Safety & First Aid, and Math for Printing.

4. Business Management and Administration

Administrative Support

Introduction to Business and Technology – 07.44130

This is a foundations course that introduces practical applications including operating environments, word processing, spreadsheets, database, presentation software, multimedia, graphics, photographic editing, and emerging technologies.

Small Business Development

Introduction to Business and Technology – 07.44130

This is a foundations course that introduces practical applications including operating environments, word processing, spreadsheets, database, presentation software, multimedia, graphics, photographic editing, and emerging technologies.

5. Education and Training

Early Childhood Care and Education I

Early Childhood Education I – 20.52810

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

Teaching as a Profession, Not offered in 9th grade

Examining the Teaching Profession – 13.01100

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

Candidates will be prepared to practice their skills and knowledge at a variety of elementary and secondary education sites. Mastery of standards through project based learning, technical skills practice, and leadership development activities of the career and technical student organizations will provide students with a competitive edge for either entry into the education global marketplace and/or the post-secondary institution of their choice to continue their education and training.

6. Energy (No Courses Available)

7. Finance

Introduction to Business and Technology – 07.44130

Introduction to Business & Technology is the foundational course for Advanced Accounting, Business Accounting, and Financial Services pathways. The course is designed for high school students as a gateway to the career pathways above, and provides an overview of business and technology skills required for today's business environment. Knowledge of business principles, the impact of financial decisions, and technology proficiencies demanded by business combine to establish the elements of this course. Emphasis is placed on developing proficient fundamental computer skills required for all career pathways. Students will learn essentials for working in a business environment, managing a business, and owning a business. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Various forms of technologies will be highlighted to expose students to the emerging technologies in the business world. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are taught in this course as a foundational knowledge to prepare students to be college and career ready.

8. Government and Public Administration

JROTC Air Force

Aerospace Science: A Journey into Aviation History and Leadership I – 28.01100

Aerospace Science: Frontiers of Aviation History is a course that focuses on the frontiers of aviation history. The course is designed to allow students to apply the material. Thus, it is important that the application level activities be emphasized. The course is designed to enable the student to sort through the key aspects of the historical development of flight and the role of the military in history. Students develop and illustrate ideas about attempts to fly in ancient civilizations throughout the world, the first record of scientific study, first flights, and the impact aviation had on the conduct of war. The course enables the students to distinguish the United States' position at wartime and how wars brought about the development of new weapons, new methods of warfare, new aircraft, more pilots, and the need for pilot training. The course is designed for students to examine the historical development of flight and the role of the military in history. Students explore the U.S. policy of containing the spread of communism and the role of air power during the Korean War, the Cuban Missile Crisis, and the Vietnam War. The students review the peaceful roles and missions in support of national objectives that the military is involved in, and the value of air power during the Persian Gulf War. The performance standards in this course are based on the performance standards.

JROTC Army

JROTC Army Leadership Education I – 28.03100

This course includes classroom instruction and laboratory instruction in the history, customs, traditions and purpose of Army JROTC. It contains the development of basic leadership skills to include leadership principles, values and attributes. Development of core skills students should master, an appreciation for diversity, and active learning strategies are integrated throughout the course. Emphasis is placed on writing skills and oral communications techniques. Financial planning is introduced. Physical fitness, diet, nutrition, healthy lifestyles and awareness of substance abuse and prevention and basic first aid measures are additional content areas. An overview of geography and the globe are incorporated. Also included is a study of the U.S. Constitution, Advisement of Rights, responsibilities of U.S. citizens and the federal justice system. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or Accelerated promotion in the military services.

9. Healthcare Science

Therapeutic Services – Allied Health and Medicine

Biotechnology Research and Development

Therapeutic Services – Patient Care

Therapeutic Services Physical Medicine-Sports Medicine

Introduction to Healthcare Science – 25.52100

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

10. Hospitality and Tourism

Culinary Arts

Introduction to Culinary Arts – 20.53100

Introduction to Culinary Arts is a course designed to introduce students to fundamental food preparation terms, concepts, and methods in Culinary Arts where laboratory practice will parallel class work. Fundamental techniques, skills, and terminology are covered and mastered with an emphasis on basic kitchen and dining room safety, sanitation, equipment maintenance and operation procedures. Course also provides an overview of the professionalism in the culinary industry and career opportunities leading into a career pathway to Culinary Arts.

Sports and Entertainment Marketing

Marketing Principles – 08.47400

Marketing Principles is the foundational course in the Marketing career cluster. Marketing Principles addresses all the ways in which marketing satisfies consumer and business needs and wants for products and services. Students develop an understanding of the functions of marketing and how these functional areas affect all businesses. They learn basic marketing concepts and the role of marketing in our economy. Students also develop skills in applying economic concepts to marketing, distribution and logistics, marketing information management, finance in marketing, product/service planning, pricing mixes, promotional strategies, and personal selling. In order to increase the number of application experiences, students should participate in work-based learning activities and the student organization, DECA, an association of marketing students. It is highly advantageous for students to participate in a school-based enterprise where available.

11. Human Services

Food and Nutrition

Food, Nutrition and Wellness – 20.41610

Food, Nutrition and Wellness is the foundational course in the food and nutrition pathway. The focus of the course is centered on healthy food and lifestyle choices. Students will investigate the interrelationship of food, nutrition and wellness to promote good health. Mastery of standards through project-based learning, technical skills practice, and leadership development activities of Family, Career and Community Leaders of America (FCCLA) will provide students with a competitive edge for either entry into the education global marketplace and/or the post-secondary institution of their choice to continue their education and training.

Interior Fashion and Textiles

Foundations of Interior Design – 20.44100

This course includes classroom instruction and laboratory experience. It is designed to prepare students to understand the work of interior designers and retail buyers. This course includes influences affecting the interior design industry today which includes interior spaces of various types of buildings. Areas of study include: world of interior design; social, psychological and economic influences; trends and issues; elements of design; and interior design principles. This course also deals with the responsibilities of retail buyers, who work closely with designers and sales representatives regarding both fashion and trends.

Personal Care Services -- Cosmetology

Introduction to Personal Care Services – 12.54400

This course is designed to provide the student with an opportunity to become familiar with the cosmetology profession, Georgia State Board of Cosmetology requirements, laws, rules and regulations, and introduces the fundamental theory and practices of the cosmetology profession. Emphasis is placed on professional practices and safety. Competencies for the co-curricular student organization SkillsUSA-VICA are integral components of both the core employability skills standards and the technical skills standards, and SkillsUSA-VICA activities should be incorporated throughout instructional strategies developed for the course.

12. Information Technology

Programming

Web and Digital Communications

Introduction to Digital Technology – 11.41500

The goal of this course is to provide all students with an introduction to the principles of computer science and its place in the modern world. This course should also help students to use computers effectively in their lives, thus providing a foundation for successfully integrating their own interests and careers with the resources of a technological society.

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

13. Law, Public Safety, Corrections, and Security

Law Enforcement Services

Introduction to Law, Public Safety, Corrections, and Security – 43.45000

This course will examine the role and structure of government and the rights and responsibilities of citizens in a democratic society. Students will examine the components of the criminal justice system including law enforcement, corrections and the courts. Students will explore differences in the adult and juvenile court systems and between civil and criminal law. The student will also explore and discuss the contributions that private security, protective services, fire/rescue and emergency management make to public safety.

14. Manufacturing

(No Courses Available)

15. Marketing

Marketing and Management

Marketing Principles –08.47400

Marketing Principles is the foundational course in the Marketing career cluster. Marketing Principles addresses all the ways in which marketing satisfies consumer and business needs and wants for products and services. Students develop an understanding of the functions of marketing and how these functional areas affect all businesses. They learn basic marketing concepts and the role of marketing in our economy. Students also develop skills in applying economic concepts to marketing, distribution and logistics, marketing information management, finance in marketing, product/service planning, pricing mixes, promotional strategies, and personal selling. In order to increase the number of application experiences, students should participate in work-based learning activities and the student organization, DECA, an association of marketing students. It is highly advantageous for students to participate in a school-based enterprise where available.

16. Science, Technology, Engineering and Mathematics

Engineering Drafting and Design

Introduction to Drafting and Design – 48.54100

Introduction to Drafting and Design is the foundational course for the Architectural Drafting and Design pathway. Emphasis is placed on safety, geometric construction, fundamentals of computer-aided drafting, and multi-view drawings. Students learn drafting techniques through the study of geometric construction at which time they are introduced to computer-aided drafting and design. The standards are aligned with the national standards of the American Design Drafting Association (ADDA).

17. Transportation, Distribution and Logistics

Automobile Maintenance and Light Repair

Basic Maintenance and Light Repair – 47.53100

Foundations of Transportation & Logistics is the beginning course for the Transportation Logistical Pathways. It is also appropriate for students enrolled in any career pathway who plan to own and operate their own businesses. The course will help students build a strong knowledge base and develop skills related to logistics in the transportation sector. Mastery of these standards through project-based learning and leadership development activities of the Career and Technical Student Organizations will help prepare students with a competitive edge for the transportation logistics marketplace.

~~~~STUDY SKILLS~~~~

(Selected Students/Teacher Approval)

Study Skills - 35.86100

Students will develop and apply skills in successful study methods, test taking, time management and organization, communication, learning styles and career exploration.

BRIDGE Advisement for Class of 2020
High School Elective Course Offerings for 2016-2017

Please refer to HS 101 and or the Career Planner for course information. Use this information to record World Geography, 2 Pathway course choices and 4 Electives in priority order in Section 2 for grade 9 of the BRIDGE Graduation Plan.

Department Name	Course Name	CIP Code	EPHS	HHS	NPHS	PCHS	SPHS
Social Studies	World Geography or Honors	45.07110	X	X	X	X	X
	AP Human Geography	45.07700	X	X	X	X	X
	Current issues	45.01200			X		
World Language	Spanish I (<i>May have limited enrollment at some high schools.</i>)	60.07100	X	X	X	X	X
	Spanish II	60.07200	X	X	X	X	X
	French I	60.07200	X	X	X	X	X
Fine Arts	Visual Arts/Comprehensive I	60.01100	X	X	X	X	X
	Theatre Arts/Fundamentals I	52.02100	X	X	X	X	X
	Theatre Arts/Tech Theatre I	52.04100		X			
	Beginning Band I	53.03610	X	X	X	X	X
	Beginning Chorus I	54.02110	X	X	X	X	X
	Beginning Choral Ensemble	53.07110			X	X	X
	Intermediate Chorus I	54.02210		X			
CTAE*	Basic Ag. Science	02.47100				X	
	Introduction to Drafting & Design	48.54100	X	X		X	X
	Industry Fundamentals & Occ. Safety	46.54500			X		X
	Intro. To Graphics & Design	48.56100	X	X		X	
	Introduction to Business & Tech.	07.44130	X	X	X	X	X
	Early Childhood Education I	20.52810				X	
	Aerospace Science: Aviation History & Leadership (JROTC-Air Force)	28.01100	X				
	Army Leadership I (JROTC-Army)	28.03100		X	X	X	X
	Intro. to Healthcare Science	25.52100	X	X	X	X	X
	Introduction to Culinary Arts	20.43100			X	X	X
	Marketing Principles	08.47400	X		X		X
	Food, Nutrition & Wellness	20.41610	X				
	Foundations of Interior Design	20.44100	X				
	Introduction to Personal Care Services	12.54500	X	X	X	X	X
	Introduction to Digital Technology	11.41500	X	X	X		
	Intro. To Law, Public Safety, Corrections, and Security	43.43000		X	X		X
	Basic Maintenance & Light Repair	47.53100	X	X	X	X	X
Physical Education	Exercise and Weight Control	36.05500	X				
Other	Study Skills I (By approval only)	35.06100	X	X	X	X	X

Personal Fitness and Health are required electives and therefore, all 9th grade students take these two ½ credit courses. *Please note within the CTAE information provided that three consecutive years of JROTC with three credits earned will meet the Health and Personal Fitness graduation requirement.*

*Note: Elective courses change on a yearly basis and course offerings are based on teacher allotments and qualifications plus student interest. Therefore, it is very important to record **4 electives** in the Electives section.*

BRIDGE Advisement for Class of 2020
High School Academic Core and Elective Course Offerings for 2016-2017

This course information is used **for grades 9, 10, 11 and 12** of the BRIDGE Graduation Plan and is used in conjunction with the 9th Grade Electives chart on the previous page. The chart below highlights in green the courses that are taken in grade 9 for Section 2 on the plan. The remaining information provides courses that are used to complete Sections 3, 4, and 5 for grades 10, 11, and 12.

The BRIDGE Advisement Plan document is used to create and update your IGP (Individual Graduation Plan) in your GAfutures account. Please know that your plan is reviewed annually during high school.

Department	Course Name	EPHS	HHS	NPHS	PCHS	SPHS
I. ENGLISH	9th Literature & Composition	X	X	X	X	X
<i>All levels of Honors and AP courses require a parent signature on the BRIDGE Advisement document or the GAfutures Individual Graduation Plan.</i>	Honors 9th Literature & Composition	X	X	X	X	X
	World Literature	X	X	X	X	X
	Honors World Literature	X	X	X	X	X
	American Literature	X	X	X	X	X
	Honors American Literature	X	X	X	X	X
	British (English) Literature	X	X	X	X	X
	Honors British (English) Literature	X	X	X	X	X
	Multicultural Literature & Composition	X		X		
	Writer's Workshop				X	
	AP Language/Composition	X	X	X	X	X
	AP Literature/Composition	X	X	X	X	X
Journalism	Journalism I	X	X	X	X	X
	Journalism II	X	X	X	X	X
	Journalism III	X	X	X	X	X
	Journalism IV	X	X	X	X	X
ESOL	ESOL I		X	X	X	X
<i>Students must qualify to take these courses.</i>	ESOL II		X	X	X	X
	ESOL III		X	X	X	X
	ESOL IV		X	X	X	X
II. MATH	GSE Algebra I	X	X	X	X	X
<i>All levels of Honors and AP courses require a parent signature on the BRIDGE Advisement document or the GAfutures Individual Graduation Plan.</i>	GSE Accelerated Algebra I/Geometry A	X	X	X	X	X
	Foundations of Algebra	X	X	X	X	X
	GSE Geometry	X	X	X	X	X
	GSE Geometry-Honors	X	X	X	X	X
	GSE Accelerated Algebra I/Geometry A	X	X	X	X	X
	GSE Algebra II	X	X	X	X	X
	GSE Pre-Calculus	X	X	X	X	X
	GSE Accelerated Pre-Calculus-Honors	X	X	X	X	X
	GSE Algebra I Support	X	X	X	X	X
	GSE Geometry Support	X	X	X	X	X
	GSE Algebra II Support	X	X	X	X	X
	Advanced Math Decision Making	X	X	X	X	X
	AP Statistics	X		X	X	X
	AP Calculus AB	X	X	X	X	X
III. SCIENCE	Biology	X	X	X	X	X
<i>All levels of Honors and AP courses require a parent signature on the BRIDGE Advisement document or the GAfutures Individual Graduation Plan.</i>	Honors Biology	X	X	X	X	X
	Chemistry	X	X	X	X	X
	Honors Chemistry	X	X	X	X	X

Department	Course Name	EPHS	HHS	NPHS	PCHS	SPHS
	Physics	X	X	X	X	X
	Chemistry	X	X	X	X	X
	Honors Chemistry	X	X	X	X	X
	Physics	X	X	X	X	X
	Physics Honors	X	X	X	X	X
	Human Anatomy/Physiology	X	X	X	X	X
	Anatomy/Physiology (Honors)	X				X
	Earth Systems	X	X	X	X	X
	Environmental Science	X	X	X	X	X
	Environmental Science (Honors)					X
	Forensic Science	X	X	X	X	X
	Zoology	X	X		X	X
	AP Biology	X	X	X	X	X
	AP Chemistry	X	X	X	X	X
	AP Physics	X	X	X	X	
IV. SOCIAL STUDIES	World Geography	X	X	X	X	X
<i>All levels of Honors and AP courses require a parent signature on the BRIDGE Advisement document or the GAFutures Individual Graduation Plan.</i>	Honors World Geography	X	X	X	X	X
	AP Human Geography	X	X	X	X	X
	World History	X	X	X	X	X
	Honors World History	X	X	X	X	X
	US History	X	X	X	X	X
	Honors US History	X	X	X	X	X
	Economics	X	X	X	X	X
	Honors Economics	X	X	X		X
	Government	X	X	X	X	X
	Honors Government	X	X	X	X	X
	Comparative Religions				X	
	Current Issues			X		
	Psychology-Sociology	X	X	X	X	X
	AP Government		X	X	X	X
	AP Macro Economics		X	X	X	X
	AP Psychology	X	X	X		X
	AP US History	X	X	X	X	X
	AP World History	X	X	X	X	X
V. HEALTH & PHYSICAL EDUCATION	Health (.5) and Personal Fitness (.5)	X	X	X	X	X
	Advanced Body Sculpting	X	X		X	
	Advanced Team Sports			X		
	Advanced Physical Conditioning			X		
	Advanced Weight Training	X	X	X	X	
	Body Sculpting	X	X	X	X	
	General Physical Education I	X			X	
	General Physical Education II	X			X	
	General Physical Education III	X				
	Introduction to Recreational Games		X			X
	Introductory Lifetime Sports		X		X	
	Introductory Team Sports			X		
	Intermediate Lifetime Sports		X		X	
	Intermediate Team Sports			X		
	Physical Conditioning			X		
	Sports Medicine I			X	X	X
	Weight Training	X		X	X	X

Department	Course Name	EPHS	HHS	NPHS	PCHS	SPHS
VI. CAREER TECHNICAL AND AGRICULTURAL ED.	Use High School 101 pages or Career Planner & GAFutures individual student Career Cluster Inventory information.					
	Work Based Learning	X	X	X	X	X
WORLD LANGUAGE	French I	X	X	X	X	X
<i>All levels of Honors and AP courses require a parent signature on the BRIDGE Advisement document or the GAFutures Individual Graduation Plan.</i>	French II	X	X	X	X	X
	French III	X	X		X	X
	Honors French III		X	X	X	
	French IV		X		X	X
	Honors French IV		X		X	
	Spanish I	X	X	X	X	X
	Spanish II	X	X	X	X	X
	Honors Spanish II		X	X		
	Spanish III	X	X		X	X
	Honors Spanish III			X		
	Honors Spanish IV	X	X	X	X	
	Spanish IV Without Honors					X
	AP Spanish	X	X	X	X	X
FINE ARTS	ART				X	
	Visual Arts/Comprehensive I	X	X	X	X	X
	Visual Arts/Drawing I	X				
	Visual Arts/Drawing & Painting I	X	X	X	X	X
	Visual Arts/Drawing & Painting II				X	X
	Visual Arts/Ceramics/Pottery I	X	X	X	X	X
	Visual Arts/Ceramics/Pottery II, III		X	X	X	
	Visual Arts/Photography	X				
	DRAMATIC ARTS					
	Theatre Arts/Fundamentals I	X	X	X	X	X
	Theatre Arts/Fundamentals II		X	X		X
	Theatre Arts/Musical Theatre I					X
	Theatre Arts/Musical Theatre II					X
	Theatre Arts/Musical Theatre III					X
	Theatre Arts/Technical Theatre I	X	X			X
	Theatre Arts/Technical Theatre II		X			X
	Theatre Arts/Technical Theatre III					X
	Theatre Arts/Technical Theatre IV					X
	Theatre Arts/Advanced Drama I	X				
	Theatre Arts/Advanced Drama II	X				X
	Theatre Arts/Advanced Drama III	X				
	Theatre Arts/Acting I	X			X	
	Theatre Arts/Acting II	X			X	
	Theatre Arts/Acting III	X			X	
	MUSIC-GENERAL					
	Music Appreciation I	X		X		X
	Music Appreciation II					X
	Music Appreciation III					X
	MUSIC-BAND					
	Beginning Band I	X		X		X
	Beginning Band II	X		X		X
	Beginning Band III			X		X
	Beginning Band IV			X		X
	Intermediate Band I	X		X	X	X
	Intermediate Band II	X		X	X	X
	Intermediate Band III & IV	X		X	X	X

Department	Course Name	EPHS	HHS	NPHS	PCHS	SPHS
	Advanced Band I	X	X	X	X	X
	Advanced Band II	X	X	X	X	X
	Advanced Band III	X	X	X	X	X
	Advanced Band IV	X	X	X	X	X
	Mastery Band I		X			X
	Mastery Band II		X			X
	Mastery Band III		X			X
	Mastery Band IV		X			X
	Beginning Jazz I				X	
	Beginning Instrumental Ensemble I		X		X	
	Beginning Instrumental Ensemble II		X		X	
	Beginning Instrumental Ensemble III		X		X	
	Beginning Instrumental Ensemble IV		X		X	
	Intermediate Instrumental Ensemble I		X	X		
	Intermediate Instrumental Ensemble II		X	X		
	Intermediate Instrumental Ensemble III		X	X		
	Intermediate Instrumental Ensemble IV		X	X		
	Advanced Instrumental Ensemble I	X	X	X		X
	Advanced Instrumental Ensemble II	X	X	X		X
	Advanced Instrumental Ensemble III	X	X	X		X
	Advanced Instrumental Ensemble IV	X	X	X		X
	Beginning Guitar Techniques I				X	
	Intermediate Guitar Techniques I				X	
	Beginning Keyboarding Techniques I		X			
	MUSIC-CHORUS					
	Beginning Chorus I	X			X	
	Intermediate Chorus I		X	X	X	
	Intermediate Chorus II		X	X	X	
	Intermediate Chorus III		X	X	X	
	Intermediate Chorus IV		X	X	X	
	Advanced Chorus I	X	X	X	X	X
	Advanced Chorus II	X	X	X	X	X
	Advanced Chorus III	X	X	X	X	X
	Advanced Chorus IV	X	X	X	X	X
	Mastery Mixed Chorus I		X		X	
	Mastery Mixed Chorus II		X		X	
	Mastery Mixed Chorus III		X		X	
	Mastery Mixed Chorus IV		X		X	
	Advanced Women's Chorus I	X	X		X	X
	Advanced Women's Chorus II	X			X	
	Advanced Women's Chorus III	X			X	
	Advanced Women's Chorus IV	X				
	Advanced Men's Chorus I				X	
	Advanced Men's Chorus II				X	
ELECTIVES (Other)	SAT Preparation					X
Students must qualify to take Study Skills courses.	Study Skills I & II	X	X	X	X	X
	Study Skills III & IV	X	X	X		X

Note: Elective including academic elective courses change on a yearly basis and course offerings are based on teacher allotments and qualifications plus student interest. Therefore, it is very important to record **4 electives** in the Electives section of the BRIDGE Graduation Plan document and to change the priority each year as a student's career interest's change.

ONLINE COURSE OPPORTUNITIES FOR DISTRICT STUDENTS

As district students plan for high school courses during the 8th grade year, students may consider completing one or more online/virtual courses. Below is the Senate Bill 289 information. For the summer of 2016, parents and students will have a registration process during the months of April, May, June and early July for the 2016-2017 school year. The link to the GADOE Clearinghouse is provided below. District students have the opportunity to complete a course via the district-approved online resources that are available in the school district. School counselors have online information available for students and parents. Any student who requests an online course must have an advisement opportunity provided by his/her school counselor regarding the online request in July or early August.

Parents and students who do not request a course via the SB289 link on the district website by the summer closing date will not be approved to take a SB 289 Online course.

Senate Bill 289 General Information

Senate Bill 289 allows districts to provide students in grades 3 through 12 the option of participating in online learning programs. This option is provided with the understanding that requests are approved based upon the available infrastructure either physically or technologically available to the school.

REQUEST FOR ONLINE COURSES

Students have the option of requesting one online course during the school day as a regularly scheduled class, or outside of the school day working independently from home.

During School Hours: Requests are subject to counselor and administrative approval, school infrastructure, and supervision. There will be no cost incurred by the student for courses taken during any of the regular periods of the school day. Online course options may be accessed through our district online course catalog, Career Planner, Georgia Virtual School, or other vendors and local virtual schools that are on the state approved list.

After School Hours: Requests are subject to counselor and administrative approval. There will be costs incurred by the student with courses taken outside of the regular school day. Online course options may be accessed through our district online course catalog, Career Planner, Georgia Virtual School, or other vendors and local virtual schools that are on the state-approved list.

To facilitate the process of registration, we will accept an electronic application beginning April 1, 2015 through July 14, 2015. This registration window will be for courses to be taken during the 2015-2016 school year. There will be an application window open each spring for each subsequent year.

ONLINE CLEARINGHOUSE

The Georgia Department of Education has developed an online clearinghouse of online courses and online course providers available for you. This clearinghouse provides parents and students the ability to search for available courses, online course providers, and guidelines for what constitutes high quality online courses. The clearinghouse may be accessed through the following link: http://www.gadoe.org/_layouts/GADOEPublic.SPApp/Clearinghouse.aspx

REQUEST ONLINE COURSES

SB289 Online Registration



TEST-OUT COURSE OPPORTUNITIES FOR DISTRICT STUDENTS

As district students and parents consider the test-out option for up to three credits during high school, the information from the Georgia Department of Education below must be reviewed. This opportunity is only available for End-of-Course (EOC) assessment courses. An 8th, 9th, 10th, 11th or 12th grade student who meets the qualifications may request to test during a designated EOC testing opportunity. March 2016 will be the test-out opportunity offered to district students for one or more of the EOC course tests. Only 3 credits can be earned at this time via this process. It is anticipated that the parent/student registration to request a test-out opportunity in one or more courses will occur during the month of January. School counselors will provide specific information when it is made available.

This is the GADOE information regarding earning units of high school course credit by testing out:

1. Beginning in school year 2013-2014, a student may demonstrate subject area competency by testing-out of any course that has an associated End of Course Assessment (EOCA).
2. A unit of course credit is awarded to students who reach the performance level of Exceeds on an EOCA prior to taking a specific EOCA course.
3. Students have only one opportunity per course to test-out.
4. At this time, a student may only earn up to three credits by testing-out.
5. Students must meet the following requirements for earning course credit through testing-out.
 - a.) Not currently or previously enrolled in the course;
 - b.) Have earned a grade of B or better in a content area course that is the same content area of the course for which the student is attempting the EOCA.
 - c.) Received a teacher recommendation from a teacher in the same content area
 - d.) Received parent/guardian permission as stated by the Local Board of Education
6. Students who do not reach the performance level of Exceeds when attempting to test-out must enroll in and complete the associated course and retake the EOCA even if the students makes a passing grade on the EOCA during the testing-out attempt.
7. Students who are currently enrolled, or who have previously been enrolled , in a higher-level course are not allowed to earn credit by later attempting to test-out of a lower level course. For example, a student already taking AP Physics may not earn credit for Physical Science by testing-out.
8. Course credit of students who test-out of a course is reported in the same way as the course credit earned through completing courses.
9. Local boards of education may develop policies relating to utilizing grade equivalent scores in the calculation of the student's Grade Point Average (GPA).
10. Under NCAA requirements, units of credit earned through testing-out using the EOCA will not count as a core course credit for athletic aid for any student seeking NCAA Division I or II athletic scholarships.



CAREER DEVELOPMENT

Once you graduate, in four years, you will begin your “postsecondary” education life. An important part of your high school years as well as your career will be to gain the knowledge and skills so that you will earn money to support yourself, and later on, perhaps support a family. In this section you will begin to think about options after high school and what career might make the best fit with your interests. Once you identify your career choice, you will learn as you move through high school what steps you will take to reach your career goals. Always keep your career plan in mind as you sign up for courses and have the opportunity to gain new skills.

These are the standards for this section:

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.

Standard C: Students will understand the relationship between personal qualities, education, training, and the world of work.

(Source: The American School Counselor Association National Model)

School counselors will assist you with the fountain of information that is available for students and for parents to assist students in making plans after high school. Counselors assist students in utilizing the GAFutures (web-based), completing items on the BRIDGE Advisement checklist, and utilizing a variety of other tools to focus on career interests. Counselors help students develop a BRIDGE Advisement educational and career plan while assisting students in their assessment of interests, goals and plans after high school. A student might take advantage of one or more of these options:

- Attend a four-year college or university
- Attend a two-year college or two-year technical college
- Work full-time or part-time
- Join the military
- Participate in an internship or apprenticeship

Have a career plan in mind the entire time you are in high school. Whichever route you take after high school, be certain what you are doing in high school will support your career plan!

PLANS of STUDY and Pathway Completion

As they work with students in 8th grade and throughout high school, counselors encourage students to be pathway completers. A student is a pathway completer when he/she concentrates in the CTAE, Advanced Academic (English, Mathematics, Science, Social Studies, World Language) and/or Fine Arts Pathway courses. Each student follows the GaDOE Plan of Study along with the BRIDGE Advisement Plan/Individual Graduation Plan in GAFutures.

As already stated in this guide, selection of a pathway area is based on self-awareness and investigation of careers. In addition, students learn about high school courses related to the pathway as well as post-secondary skills and course work needed to be prepared for a career in the focused area. Most high-demand, high-skilled, high-wage occupations in all pathway concentration areas require education beyond high school.

The Georgia Department of Education link for all Plans of Study is:

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Georgia-Career-Pathways-New-Rule.aspx>



Studies show that nearly 90% of beginning high school students want to go to college. It is not too early to begin preparing for that option as well as considering other options beyond high school. Below are some criteria that most colleges and universities use in their admission standards. Grades, practicing knowledge and skills via homework opportunities, and taking challenging math courses all matter as you prepare for college.

Criteria for College Admissions

Academic Rigor. Colleges look at what courses are taken in relation to what is offered at the high school. Admissions office staff evaluate all four years of high school, especially courses taken during the senior year. The program should be strong in Math, Science, English, Social Studies and World Language. College admissions counselors look for honors and advanced placement courses where appropriate and, of course, prefer high grades in these classes. Students should plan to take what are called "gateway" courses which enable a student more opportunities for post-secondary studies. Some of these gateway courses are in the areas of Mathematics, Chemistry, and Physics.

CORE GPA. Many colleges review and *re-calculate* grade point averages on **CORE** courses only, i.e., English, Math, Science, Social Studies and World Language. It is critical that 9th grade students keep this in mind during the 9th grade year and earn high grades! Additionally, it is always wise to contact the admissions office at a college or university and ask how the GPA is calculated for entering freshmen students.

Extracurricular/Community Service. Colleges also consider a student's involvement in extracurricular activities and community service to determine a student's leadership qualities. Any opportunity a student has to be a member of school clubs and organizations and/or to do volunteer work in the community is highly recommended.

Grades. A student's grades in core courses (English, Math, Science, Social Studies, and World Language) are reliable predictors of college academic success. Grades in these courses plus SAT/ACT scores are the two primary predictors used. A high school transcript is generally evaluated twice by most colleges; once to determine that the candidate meets the institutions minimum requirements and a second time to determine the difficulty of the candidate's program of high school course studies.

Letters of Recommendation. These are the least important in determining college admission, but are considered. The effort a student puts forth in a teacher's class is largely the basis for a teacher making a strong recommendation. Students are encouraged to show every teacher their best effort.

Standardized Test Scores. SAT/ACT scores are an excellent predictor of academic success. In Georgia, a student's SAT/ACT scores are used in a formula called the "Freshman Index" to determine regular college admission. Typically, students take the SAT/ACT during their junior year for the first time. High school counselors have information regarding tests and dates. Information is available on The College Board and ACT websites.

Be sure to visit the district Counseling Information website often. The webpage link is:

<http://www.paulding.k12.ga.us/Page/23919>

There are important links on this page for both the ACT and SAT. In addition, students should take advantage of the FREE SAT Kahn Academy Practice Tests.

Home > Student Support > Counseling Information > ACT/SAT Testing

ACT and SAT Information

New SAT Exam Overhaul

The New SAT, What You Need to Know!

Important Links:

ACT Registration

FREE SAT Practice-Khan Academy & The College Board

PSAT

SAT Registration/The College Board

CONNECT WITH US



Counseling Information

- Overview
- ACT/SAT Testing
- Advisement
- Career Planners
- Celebrating Diversity
- Dual Enrollment/Move on When Ready
- Elementary School Counseling

COLLEGE ADMISSIONS

At all of Georgia's public colleges and universities, a minimum of 17 core units are required for regular admission. In addition, depending upon the particular university or college, more academic units may be required. The minimum requirements by university or college status are outlined below. Parents and students are encouraged to obtain current information/requirements from the colleges they are considering and communicate with them concerning admissions practices and policies. An excellent resource for in state schools is GAfutures.org.

FRESHMAN INDEX (SOURCE: www.GAfutures.org)

Freshman Index Requirements

Freshman Index

The Freshman Index is calculated by combining the high school grade point average (GPA) with the highest earned SAT or ACT test scores. The high school GPA is calculated from the grades earned in the 16 [College Preparatory Curriculum \(CPC\)](#) courses for students graduating prior to 2012, or the 17 [Required High School Curriculum \(RHSC\)](#) courses for those students graduating 2012 or later.

The following formulas are used to calculate a student's freshman index:

Formula for SAT Test Takers	Formula for ACT Test Takers
Freshman Index = $(500 \times \text{High School GPA}) + \text{SAT Critical Reading} + \text{SAT Math}$	Freshman Index = $(500 \times \text{High School GPA}) + (\text{ACT Composite score} \times 42) + 88$

Students seeking admission to a University System of Georgia college or university are required to meet the freshman index requirements. The following are the System freshman index requirements. Students should contact the Admissions Office for more information as institution requirements may be higher.

Type of Institution	Minimum Freshman Index (FI)
Research Institutions	2500
Regional Universities	2040
State Universities	1940
State and Two-Year Colleges	1830 ¹

¹ Not required by all state and two-year colleges. [Click here](#) to learn more about the freshman index requirements for the State and Two-Year colleges.

University System of Georgia's Colleges and Universities Link:

https://secure.gacollege411.org/College_Planning/Prepare_for_College/Entrance_Requirements/USG_College_Entrance_Requirements/University_System_of_Georgia's_Colleges_and_Universities.aspx

Regional Universities Link:

https://secure.gacollege411.org/College_Planning/Prepare_for_College/Entrance_Requirements/USG_College_Entrance_Requirements/University_System_of_Georgia's_Colleges_and_Universities.aspx

State Universities Link:

https://secure.gacollege411.org/College_Planning/Prepare_for_College/Entrance_Requirements/USG_College_Entrance_Requirements/University_System_of_Georgia's_Colleges_and_Universities.aspx

CALCULATING GRADE POINT AVERAGE

To determine a student's GPA at any time, add all final numerical grades from all courses, then divide by the total number of courses attempted. All courses must be broken down into $\frac{1}{2}$ credits. Seek input from your high school counselor regarding the calculation of your grade point average. **Paulding County uses a numeric GPA scale for the purposes of class rank.** The district transcript has both numeric grade point averages weighted and unweighted and 4.0 scale grade point averages weighted and unweighted. **It is important to note that the HOPE scholarship eligibility is based on a 4.0 scale GPA, A=4.0, B=3.0, C=2.0, and F=0.0. Only academic core and elective courses are used in this calculation. Only Advanced Placement courses with a passing grade are weighted on the HOPE transcript.**

SAT, ACT TESTS AND TEST PREPARATION

SAT



Beginning in March 2016 students will be taking the redesigned SAT. On this link a student can register for the SAT as well as sign up for free, personalized SAT Practice from Khan Academy:

<https://collegereadiness.collegeboard.org/?excmid=MTG258-CB-1-do>

IMPORTANT IMPORTANT IMPORTANT IMPORTANT

While the best SAT preparation is through rigorous and challenging course work in which the student puts forth maximum effort, students are strongly encouraged to go to take advantage of practice tests.

ACT

The ACT (American College Test) is designed to assess high school students' general educational development and their ability to complete college-level work. The test covers four skill areas: English, Mathematics, Reading, and Science. ACT also has a Writing Test which is 30-minutes long.

The link for Test Prep for the ACT is: <http://www.actstudent.org/testprep/>



Summary of HOPE Scholarship Information

HELPING OUTSTANDING PUPILS EDUCATIONALLY

It is extremely important that HOPE Scholarship information be checked by the student and parent on GAfutures as the requirements and details may change from year to year.

HOPE SCHOLARSHIP: HOPE Scholarship (students seeking a degree) basic eligibility requirements for HOPE Scholarship have NOT changed: be a citizen, be a Georgia resident, register with the Selective Service (if applicable), be in compliance with Georgia Drug-Free Postsecondary Education Act of 1990, attend a Georgia eligible school, graduate with a 3.0 GPA in core courses, maintain a 3.0 while in college.

HOPE SCHOLARSHIP ELIGIBILITY

https://www.gacollege411.org/Financial_Aid_Planning/HOPE_Program/Georgia's_HOPE_Scholarship_Program_Overview.aspx

- 3.0 HOPE GPA
- Core curriculum courses that have been completed in grades 9-12.
- GSFC must receive a numeric grade for each core course in order to calculate HOPE GPA
- Rigor Requirements/• Credit Courses Needed
 - Class of 2017, 2018, 2019+ need 4 rigorous courses
 - The HOPE Scholarship will pay:
 - At an eligible public postsecondary institution, for FY2016 a **percentage amount** of the standard tuition charges from the previous year. View award amounts at: <https://www.gsfc.org/main/publishing/pdf/2016/FY2016-AwardChartsCombined.pdf>
 - Every year these amounts will change based upon lottery revenues, HOPE enrollment numbers, and the previous year's award rate;
 - At an eligible private postsecondary institution, a percentage amount of the HOPE award for the private colleges;
 - No book or fee allowances;
 - The HOPE Scholarship will NOT pay for remedial or development courses;
 - If a student falls below a 3.0 GPA while in college, he/she may regain the HOPE Scholarship only **one** time;
 - Beginning with the Class of 2015 (students entering high school 2011-2012), a new rigor requirement has been added. **Students graduating in 2020 must pass at least 4 courses** from a list of academically rigorous courses to meet requirements to be a HOPE Scholar upon high school graduation (i.e., courses in advanced math, advanced science, advanced foreign language, AP or IB courses in core subjects, and/or *College Credit Now*/dual enrollment courses taken as a unit of the University System of Georgia in core subjects, remedial or developmental). GSFC will provide a list of classes to further define each category.

HOPE Scholarship Award Limits

A college degree-seeking student becomes ineligible for the HOPE Scholarship once the student has: • Received payment from any combination of HOPE Scholarship, and HOPE Grant funds totaling 127 semester hours (190 quarter hours) of credit; or • Attempted 127 semester hours (190 quarter hours) of college degree credit, regardless of whether HOPE funds were received while attempting the hours; or • Earned a baccalaureate (four-year) college degree, regardless of whether HOPE funds were received while earning the degree.

[Apply for the HOPE Scholarship--Spring of Senior Year, complete Free Application for Federal Student Aid](#)

FY2016 Eligible Institutions

http://www.gsfc.org/main/publishing/pdf/common/HOPE_Eligible_Institutions.pdf

ZELL MILLER SCHOLARSHIP ELIGIBILITY

https://www.gacollege411.org/Financial_Aid_Planning/Scholarships/Zell_Miller_Scholarship/Zell_Miller_Scholarship_Program_Overview.aspx

- Valedictorian or salutatorian must meet basic HOPE Scholarship eligibility requirements or HOPE GPA and test scores
- 3.7 HOPE GPA
- Core curriculum courses
- Rigor Requirements/• Credit Courses Needed
 - Class of 2015 need 2 rigorous courses
 - Class of 2016 need 3 rigorous courses
 - Class of 2017, 2018, 2019+ need 4 rigorous courses
- Test requirements-**Important: Test must be taken prior to graduation.**
 - 1200 SAT combined score (critical reading and math)
 - 26 ACT composite score
- Maintain at least a 3.3 GPA in college to remain eligible for the Zell Miller Scholar program;
- The Zell Miller Scholar payment guidelines are the following...
 - For Georgia public universities/colleges or Georgia Technical colleges, Zell Miller Scholars will have their tuition fully paid during the then current year, without regard for specific program of study;
 - For Georgia private colleges, see GAfutures site for payment information:

HOPE GRANT

https://www.gacollege411.org/Financial_Aid_Planning/HOPE_Program/Georgia's_HOPE_Grant_Program.aspx

- Eligibility-High school GPA and/or test scores not considered
- Enrolled in a certificate or diploma program
- Award Amount
- Portion of the standard tuition
- Award amount chart available on GAfutures
- Strategic Industries Workforce Development Grant (SIWDG)
- Created to help students enrolled in certain high-demand certificate and diploma programs at Technical College System of Georgia (TCSG) schools pay for their education
- Eligibility requirements for SIWDG are same as for HOPE Grant

CLASS OF 2020 HOPE RIGOR REQUIREMENTS

Listing of Courses

http://www.gsfc.org/main/publishing/pdf/2012/Course_List.pdf



MINIMUM REQUIREMENTS BY INSTITUTIONAL LEVEL

Thanks to a decision made by the Board of Regents of the University System of Georgia, students now enjoy greater flexibility in planning a high school course of study that prepares them for admission to Georgia's public colleges and universities. The current graduation rule requires 23 credits earned to receive a high school diploma. Colleges and universities in the state of Georgia, also require that entering freshmen have successfully completed a minimum of two World Language credits in the same language for admission. The new graduation rule provides for students to select courses that meet the needs of their individual advisement and career plans, without limiting their options for continuing their education after they graduate from high school.

Research Universities

Georgia State University, University of Georgia, Georgia Tech, Medical College of Georgia

- 17 Core Units are required. 4 additional academic units are recommended.
- Honors and Advanced Placement coursework highly recommended.

Regional Universities

Georgia Southern, Valdosta State

- 17 Core Units are required. 2 additional academic units are recommended.
- Honors and Advanced Placement coursework recommended.

State Universities and Senior Colleges

Kennesaw State, University of West Georgia, Southern Tech, Clayton State College, North Georgia, Albany State, Armstrong Atlantic State, Fort Valley State, Georgia College and State University, Savannah State, Dalton College

- 17 College Core Units are required. 2 additional academic units are recommended.
- Honors and Advanced Placement coursework recommended

Two-Year Colleges

Abraham Baldwin Agricultural College, Georgia Highlands College, Middle Georgia College, DeKalb College, South Georgia College, Gordon College, Gainesville College, Atlanta Metropolitan

- 17 Core Units are required.

Technical Colleges

Chattahoochee Tech, North Metro Tech, Coosa Valley Tech, Carroll Tech, and others

- 15 Core Units

Technical schools want students to enroll in the most rigorous math and science classes possible. Higher level math and science are recommended if the student is seeking an Associate Degree. All students must take the ASSET Test. Certain scores must be obtained before admission into certain programs. Technical degrees lead to 4-year degrees in the Bachelor of Applied Science (BAS) Program. The BAS is established through an articulation agreement between the technical schools in the state of Georgia and three (3) 4-year institutions (Clayton State, Dalton College, and Valdosta State).

BRIDGE ADVISEMENT AND CAREER PLANNING

BRIDGE Advisement is mandated advisement and by law students in grades 6-12 must complete certain advisement tasks each year. Students, along with their parents/guardians make plans and career decisions throughout middle and high school. This law supports the district counseling motto which is *MISSION POSSIBLE: Graduation and Beyond*. Professional school counselors support all students in the advisement process to meet career goals beyond high school. The following information provides you with the BRIDGE ADVISEMENT CHECKLIST/TASKS for grades 6-12 (Using GAFutures.org):

BRIDGE Advisement Plan, Page 1

It is important to remember that page 1 of the BRIDGE Advisement document is a plan for grades 10, 11 and 12 and will be revisited annually during BRIDGE Advisement opportunities. These opportunities are very important for both students and parents/guardians. These opportunities are mandated by state law.

Class of 2020 and Thereafter Advisement Plan (BRIDGE Graduation Plan)					Paulding County School District Mission Possible: Graduation and Beyond		
Student:		First Name			M.I.	Year Entered High School:	MS: _____ HS: _____
Last Name		First Name			M.I.	Year Entered High School:	MS: _____ HS: _____
S.1 Course Name (Use Transcript)	Credit	S.2 9 th Grade (Circle or Write in Course)	S.3 10 th Grade (Circle or Write in Course)	S.4 11 th Grade (Circle or Write in Course)	S.5 12 th Grade (Circle or Write in Course)		
I. ENGLISH: 4 UNITS REQUIRED							
9th Grade Lit/Comp (EOC)		Honors 9 th Literature	Honors World Literature	Hon. Am. Literature/Comp	Hon. British Literature		
World Lit/Comp				AP Language	Advanced Comp		
American Lit/Comp (EOC)				Advanced Comp	AP Lit./Comp		
British Lit/Comp or Advanced Comp.		Honors World Literature (Honors 9 th Lit Course credit earned in middle school)*	Honors American Lit/Comp	Honors British Literature	5 th English course		
			AP Language	AP Literature/Comp	Dual Enrollment English		
II. MATHEMATICS: 4 UNITS REQUIRED							
GSE Algebra I or Accelerated Course (EOC)		GSE Algebra I	GSE Geometry	GSE Algebra II	GSE Pre-calculus or Advanced Math		
GSE Geom. (EOC) or Accelerated		GSE Accelerated Algebra I/ Geometry A	GSE Accelerated Geom B & Algebra II	GSE Accelerated Pre-Calculus	Decision Making or Statistical Reasoning		
		GSE Honors Geometry (Honors GSE Algebra I credit earned in middle school)*	GSE Honors Algebra II	GSE Pre-Calculus	AP Calculus or AP Statistics		
GSE Algebra II or Accelerated					5 th Math course or Dual Enroll. Math		
GSE Pre-calculus		Foundations of Algebra Students who meet score requirements from IKAH test will have these math courses.					
			GSE Algebra I	GSE Geometry	GSE Algebra II		
III. SCIENCE: 4 UNITS REQUIRED							
Biology (EOC)		Biology	Chemistry	Physics			
Chemistry, Earth Systems or Environmental Science		Honors Biology	Honors Chem.	Honors Physics	Forensic Science		
Physical Science (EOC) or Physics			Earth Systems	Physical Science	Anatomy		
1 Additional Science			Environmental Science	AP Chemistry	Zoology		
(AP Courses Senior Year in:			Hon. Environmental Sci.	AP Biology	AP _____		
Bio./Chem./Env. Sci./Physics)					AP _____		
IV. SOCIAL STUDIES: 3 UNITS REQUIRED							
World History		World Geography	World History	U. S. History	Government / Economics		
U. S. History (EOC)		Honors World Geography	Hon. World History	Honors U. S. Hist.	Honors Government / Honors Economics		
Economics (EOC) (Sem.-.5 credit)		AP Human Geography	AP World History	AP U.S. History	AP Government / AP Economics		
Government (Sem.-.5 credit)							
V. HEALTH & P.E.: 1 UNIT REQUIRED							
Health (.5 credit) Pers. Fitness (.5 credit)		Health-.5/Personal Fitness-.5					
VI. Pathway - CTAE/WORLD LANG./FINE ARTS: 3 UNITS REQUIRED		#1 Pathway Course #1	Course #2	Course #3			
2 units in same World Language required for college admission		#2 Pathway Course #1	Course #2	Course #3			
VII. ELECTIVES: 4 UNITS REQUIRED							
In this section list electives in priority order (1 st , 2 nd , etc.)		3 rd	3 rd	3 rd	3 rd		
		4 th	4 th	4 th	4 th		
		5 th	5 th	5 th	5 th		
		6 th	6 th	6 th	6 th		
Total Units of Credit Required	23						

4 Rigorous Courses Required for HOPE-Link by Georgia Student Finance Commission: http://www.gsfc.org/main/publishing/pdf/2012/Course_List.pdf

*High school courses taken during middle school do not calculate into HOPE Grade Point Average.

Revised 9/2/2015

White- High School Copy 1

Yellow-High School Copy 2

Pink-School Copy

Gold-Parent/Student Copy

Account/User Name: PCSDXXXXX (XXXXX=5 or 6 digit student number)

Password: mmdyyy

Very Important: Student must not change user name and password without contacting school counselor.

BRIDGE Advisement Plan, Page 2

Section 6 – User name and password plus mandated activities during grades 8-12

Section 7 – Selecting My Career Pathway

Section 8 – HOPE Scholarship Information (Link on page 1)

Section 9 – Units of Credit Required for Grade Levels in High School

Section 10 – Dual Enrollment/Move on When Ready

Section 11 – Postsecondary Plans/Career Objective

Section 12 – Important of Using HS101 and Career Planner

Section 13 – SB289 Online Course Request Opportunity

Section 14 – Assessment and Testing Information (Note SAT and/ or ACT as well as PSAT)

Section 15 – High School Pathway Courses Completed during High School years in a focused area of study.

Section 16 – Work-Based Learning Opportunities during Junior and Senior Years

Section 17 – Important Additional Things to Know

Signatures required on bottom left section.


Student's Name _____

<p>S.6 BRIDGE Advisement - Education and Career Planning Checklist</p> <p><u>MyGAFutures</u> User Name _____</p> <p><u>MyGAFutures</u> Password _____</p> <p>Students will meet the following objectives through the BRIDGE advisement program:</p> <p>8th Grade:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete GAFutures BRIDGE Grad. Plan <input type="checkbox"/> Receive Dual Enrollment/MOWR Information <input type="checkbox"/> Explore 3 Careers and Identify Career Pathways <p>9th Grade:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Career Exploration – Investigate a minimum of 3 Careers and Pathways/Fields <input type="checkbox"/> Update BRIDGE Advisement Grad. Plan <input type="checkbox"/> Receive Dual Enrollment/MOWR Information <p>10th Grade:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete MOWR/Dual Enrollment Task <input type="checkbox"/> Update BRIDGE Advisement Grad. Plan <input type="checkbox"/> Receive Dual Enrollment/MOWR Information <p>11th Grade:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explore 3 Postsecondary Institutions related to student's career plans <input type="checkbox"/> Receive Dual Enrollment/MOWR Information <input type="checkbox"/> Update BRIDGE Advisement Grad. Plan <p>12th Grade:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review Senior Letter (includes all graduation requirement courses that are to be completed) <input type="checkbox"/> Identify and submit "next step" information: 4-year institution, 2-year institution, apprenticeship, military, technical college, special purpose school, or workforce on GAFutures. <p>Go to www.GAFutures.org for valuable resources for planning your education and career, including financial information on grants and scholarships. This site contains HOPE, Zell Miller and FAFSA information. Use Counseling Information on District Website: http://www.paulding.k12.ga.us/domain/209</p>	<p>S.7 My Career Pathway Beginning in 8th Grade, record one career Area of Focus also known as a Plan of Study for a Career Pathway below (only one category is needed):</p> <p>Career, Technical & Agriculture Education _____</p> <p>Advanced Academic _____</p> <p>World Language _____</p> <p>Fine Arts _____</p>	<p>S.11 - High School My Postsecondary Plans My Career Objective (section completed during 9th grade year): _____</p> <p>Check one:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 4-Year University/College <input type="checkbox"/> 2-Year College <input type="checkbox"/> Technical College <input type="checkbox"/> Special Purpose School <input type="checkbox"/> On-the-Job Training <input type="checkbox"/> Military <p>Other _____</p>	<p>S.15 - High School Pathway Courses (Pathway Course selection is completed from S.7 Plan of Study/Area of Focus.)</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p> <p>For CTAE Courses, Career Pathway Assessment : _____</p> <p>Spring of _____ (This section is completed beginning in 9th grade.)</p>
<p>8th to 9th Grade Advisement Reviewed By:</p> <p>Student Signature _____ Date _____</p> <p>Parent/Guardian Signature _____ Date _____</p> <p><i>Signature acknowledges parent approval of AP and/or Honors courses.</i></p> <p>Counselor Signature _____ Date _____</p>	<p>S.8 HOPE Scholarship Academic core courses (required and elective) are HOPE scholarship eligible courses. Class of 2020 needs 4 additional rigorous academic courses. See link on page 1.</p> <p>S.9 Units/Credits Required Sophomore = 5 Junior = 11 Senior = 17</p> <p>S.10 High School-9th, 10th, 11th and 12th Dual Enrollment/Move on When Ready This dual enrollment opportunity allows high school students to earn both college and high school credit simultaneously. Use this link for MOWR information: http://www.paulding.k12.ga.us/Page/23177</p> <p>Advanced Placement Courses AP high school courses may be accepted for credit, if approved by college. Students must check with the college or university.</p> <p>Articulated Credit-Technical College Only</p>	<p>S.12 - Middle to High School Transition Resources: HS101 Career Planner</p> <p>S.13 - SB289 Online Courses Courses are requested from 4/1 to 7/15.</p> <p>S.14 - High School Testing Requirements & Information. EOC courses must be passed in the following core areas: English, Mathematics, Science, and Social Studies</p> <p>Plan to take the SAT and/or ACT.</p> <p>Plan to take the PSAT.</p> <p>Use this link for Testing information: http://www.paulding.k12.ga.us/Page/23819</p>	<p>S.16 - High School Work-Based Learning (WBL)-Junior & Senior Years Youth Apprenticeship Cooperative Education Internship Please contact WBL Coordinator, CTAE Teacher or Counselor for information and an application.</p> <p>S.17 Important:</p> <p>Changes at Georgia State Department of Education as well as local board decisions impact the advisement plan.</p> <p>Research, Regional, and State institutions of the University System of Georgia may require additional academic core areas in addition to the high school units required to earn a high school diploma.</p>
<p>Revised 9/2/2015</p>	<p>White- High School Copy 1</p>	<p>Yellow-High School Copy 2</p>	<p>Pink-School Copy</p>

Gold-Parent/Student Copy

Georgia's HOT Careers to 2022

The careers in this chart have it all!

Skills and Abilities	Skills and Abilities										Work Activities	Occupational Characteristics	
	Advanced skills required					Moderate skills required							
Work Activities											Frequently found	Occasionally found	
 Green jobs involve work that produces products or services that protect or restore the environment or conserve natural resources.	Critical Thinking, Problem Solving, and Decision Making Skills												
	Service Orientation and Making Skills												
	Learning and Training Skills												
	On-the-Job Training Skills												
	Developing and Maintaining Skills												
	Reasoning Ability												
	Writing												
	Reading												
	Listening												
	Speaking												
	Coaching and Training Others												
	Communicating and Teaching Others												
	Computer Architecture, Design, and Maintenance												
	Monitoring and Maintaining Equipment												
	Physical and Mental Strength												
	Physical and Mental Stamina												
	Spoken and Written Communication												
	Thinking Creatively												
	2017 Annual Wage												
	2017-22 Annual Growth												
Doctoral or professional degree													
Business Teachers, Postsec											\$81,600	100	
Clinical, Counseling, & School Psychologists											\$64,500	160	
Dentists, General											\$194,500	260	
Education Teachers, Postsec											\$56,000	190	
Health Specialist Teachers, Postsec											\$99,000	390	
Lawyers											\$139,500	680	
Pharmacists											\$115,300	380	
Physical Therapists											\$81,300	250	
Surgeons											\$254,400	110	
Master's degree													
Art, Drama, & Music Teachers, Postsec											\$62,100	110	
Education Administrators, Elem & Sec											\$85,600	370	
Education Administrators, Postsec											\$97,800	210	
Educational Guidance, School, & Voc Counselors											\$56,500	320	
Healthcare Social Workers											\$47,500	150	
Instructional Coordinators											\$60,600	150	
Nurse Practitioners											\$86,100	240	
Nursing Instructors & Teachers, Postsec											\$61,200	100	
Physician Assistants											\$93,400	240	
Speech-Language Pathologists											\$70,100	100	
Bachelor's degree													
Accountants and Auditors											\$73,100	2,170	
Administrative Services Managers											\$89,500	500	
Architects, Exc Landscape & Naval											\$80,400	150	
Civil Engineers											\$87,000	380	
Computer & Information Systems Managers											\$122,800	370	
Computer Systems Analysts											\$77,100	750	
Construction Managers											\$66,400	440	
Database Administrators											\$84,600	160	
Electrical Engineers											\$85,400	150	
Elementary School Teachers, Exc Spec Ed											\$54,000	2,320	
Financial Analysts											\$79,900	340	
General & Operations Managers											\$109,900	2,690	
Human Resources Specialists											\$66,100	450	

Fast job growth
Above average wages
At least 100 expected annual jobs

Fast job growth ✓ Above average wages ✓ At least 100 expected annual job openings

<http://explorer.dol.state.ga.us/gsipub/index.asp?docid=356>



Georgia Department of Labor • Mark Butler, Commissioner

Equal Opportunity Employer/Program • Auxiliary Aids and Services Available upon Request to Individuals with Disabilities

Georgia's HOT Careers to 2022

The careers in this chart have it all!

Skills and Abilities

- advanced skills required
- moderate skills required

Work Activities

- frequently found
- occasionally found

Green jobs involve work that produces products or services that protect or restore the environment or conserve natural resources.

Skills and Abilities	Work Activities	Occupational Characteristics
<ul style="list-style-type: none"> ● advanced skills required ○ moderate skills required 	<ul style="list-style-type: none"> ● frequently found ○ occasionally found 	<ul style="list-style-type: none"> ● frequently found ○ occasionally found

Bachelor's degree (Continued)													
Industrial Engineers	●	●	●	●	●	●	●	●	●	●	●	●	●
Kindergarten Teachers, Exc Spec Ed	●	●	●	●	●	●	●	●	●	●	●	●	●
Legislators	●	●	●	●	●	●	●	●	●	●	●	●	●
Management Analysts	●	●	●	●	●	●	●	●	●	●	●	●	●
Market Research Analysts & Marketing Spec	●	●	●	●	●	●	●	●	●	●	●	●	●
Marketing Managers	●	●	●	●	●	●	●	●	●	●	●	●	●
Mechanical Engineers	●	●	●	●	●	●	●	●	●	●	●	●	●
Medical & Health Services Managers	●	●	●	●	●	●	●	●	●	●	●	●	●
Meeting, Convention, & Event Planners	●	●	●	●	●	●	●	●	●	●	●	●	●
Middle Sch Teachers, Exc Spec & Career/Tech Ed	●	●	●	●	●	●	●	●	●	●	●	●	●
Network & Computer Systems Administrators	●	●	●	●	●	●	●	●	●	●	●	●	●
Personal Financial Advisors	●	●	●	●	●	●	●	●	●	●	●	●	●
Public Relations Specialists	●	●	●	●	●	●	●	●	●	●	●	●	●
Software Developers, Applications	●	●	●	●	●	●	●	●	●	●	●	●	●
Spec Ed Teachers, Middle School	●	●	●	●	●	●	●	●	●	●	●	●	●
Voc Ed Teachers, Postsec	●	●	●	●	●	●	●	●	●	●	●	●	●
Associate's degree													
Dental Hygienists	●	●	●	●	●	●	●	●	●	●	●	●	●
Paralegals & Legal Assistants	●	●	●	●	●	●	●	●	●	●	●	●	●
Radiologic Technologists	●	●	●	●	●	●	●	●	●	●	●	●	●
Registered Nurses	●	●	●	●	●	●	●	●	●	●	●	●	●
Web Developers	●	●	●	●	●	●	●	●	●	●	●	●	●
Some college, no degree													
Computer User Support Specialists	●	●	●	●	●	●	●	●	●	●	●	●	●
Telecom Equip Installers & Repairers, Exc Line Installers	●	●	●	●	●	●	●	●	●	●	●	●	●
High school diploma or equivalent													
Electricians	●	●	●	●	●	●	●	●	●	●	●	●	●
Signs of Construction Trades & Extraction Workers	●	●	●	●	●	●	●	●	●	●	●	●	●
Signs of Helpers, Laborers, & Mat Movers, Hand	●	●	●	●	●	●	●	●	●	●	●	●	●
Signs of Landscaping, Lawn Svc, & Groundskeeping Workers	●	●	●	●	●	●	●	●	●	●	●	●	●
Signs of Office & Admin Support Workers	●	●	●	●	●	●	●	●	●	●	●	●	●
Plumbers, Pipefitters, & Steamfitters	●	●	●	●	●	●	●	●	●	●	●	●	●
Property, Real Estate, & Community Assoc Mgrs	●	●	●	●	●	●	●	●	●	●	●	●	●
Real Estate Sales Agents	●	●	●	●	●	●	●	●	●	●	●	●	●
Sales Reps, Wholesale & Mfg, Exc Tech & Scientific Products	●	●	●	●	●	●	●	●	●	●	●	●	●

For more information, please contact Workforce Statistics & Economic Research at (404) 232-2675 • Fax (404) 232-2666

Email: Workforce_Info@gdol.ga.gov

Fast job growth ✓ Above average wages ✓ At least 100 expected annual job openings

CAREER INTERESTS - IT'S ALL ABOUT YOU

Who are you? What do you like? What do you dislike? The more you know about yourself, the better decisions you will be able to make as you develop your high school and postsecondary flight plan. Career assessments are a good way to learn more about you, and GAFutures has several from which to choose. Use this resource throughout high school.

Name 3 careers that are of interest to you:

1) _____

2) _____

3) _____

Knowing more about you is especially important at this point in your education career. Even before you finish your eighth grade year, you will be given many choices and asked to make several decisions about ninth grade and beyond. Before you can begin making those decisions, though, you need to know your options.

"The secret of success in life is for a man to be ready for his opportunity when it comes."

Benjamin Disraeli

CAREER CLUSTERS/PATHWAYS AND YOUR INTERESTS

The results of your Career Cluster Survey that was completed during middle school in GAFutures matched you and your interests to two or three of the 16 national Career Clusters and the additional Energy cluster for the state of Georgia. In Georgia, those clusters have been combined to form 17 Career Concentrations. The Paulding County School System offers thirteen of Georgia's Career Concentrations and multiple career pathways. **Note CTAE pages in this guide as well as the *Career Planner*.** Now go through the checklist below:

- 1) Identify what pathways are offered under each Career Concentration of interest
- 2) Write down the high school(s) offering each pathway
- 3) As you investigate each pathway, note at least three careers that are related to each Career Concentration/Pathway
- 4) Highlight the pathways that are currently offered by the high school that you will attend
- 5) List 2-3 pathways that you might want to pursue in high school:

A CLOSER LOOK AT CTAE PATHWAYS

Georgia's Career Pathways include a specific sequence of academic and career-related courses that, if completed in high school, can lead to industry certification or licensure, an Associates (2-year) degree, and/or a Baccalaureate (4-year) degree and beyond. The goal is that you will be prepared to do at least one of the following things once you have graduated from high school: 1.) get a job, 2.) enter the military, or 3.) start a college program.

Using the Paulding County Career Pathways Chart in this guide and the ***Career Planner***, complete the following information for two pathways of your choice:

Pathway #1 _____

Pathway Concentration Courses:

Recommended courses:

Post-secondary degrees, diplomas & certificates:

Technical colleges:

Colleges & Universities:

Clubs & Organizations:

Pathway #2 _____

Pathway Concentration Courses:

Recommended courses:

Post-secondary degrees, diplomas & certificates:

Technical colleges:

Colleges & Universities:

Clubs & Organizations:

REMEMBER: Your interests and your options may change before you finish high school. That's okay! The important thing is for you to know that you WILL have choices, and you need to be prepared to make them.

COURSES, CREDITS, & COMPLETERS-REFLECTING on WHAT HAS BEEN PRESENTED

Now that you know more about you and your career options, it is time to work on a plan! First, let's **review** some important facts:

- ✓ You will take ____ high school classes each day, ____ classes in one year.
- ✓ You will earn ____ Carnegie unit credit(s) for each course that you complete with a grade of 70 or higher.
- ✓ You can earn a maximum of ____ credits during your high school career.

Students graduating from a high school in Georgia are **REQUIRED** to complete a minimum of 23 units. All students will take:

High School Diploma Requirements			
Areas of Study	Units of Credit		Addtl. Information
English/Language Arts***	4 units		
Mathematics***	4 units		
Science***	4 units		
Social Studies***	3 units		
Health and Physical Education	1 unit		
CTAE and/or World Language and/or Fine Arts Student is encouraged to complete a pathway (3 courses) in one of the above areas. Student must earn a minimum of 1 credit in CTAE, 1 credit in World Language and 1 Credit in Fine Arts in the same course to graduate.	3 units		<i>2 units of the same World Language required for admission to colleges and universities</i>
General Electives	4 units		
Total Units Required for Graduation	23 units		
***Research, Regional, and State institutions of The University System of Georgia may require additional units in academic core areas in addition to the high school diploma units required.			

Sixteen of your required courses should be very familiar to you: English, science, math, social studies and PE/health. What might be different from anything that you have experienced at this point in your education career is your choice of electives.

Important electives information to reflect on:

- **CTAE (Career, Technical and Agricultural Education)** – CTAE courses ensure that you will graduate from high school with the academic skills, hands-on experience in real work environments, and intensive career guidance required to succeed in college and/or employment.

Even if you choose to take both foreign language and fine arts classes, you will still have room in your schedule for CTAE classes. If possible, choose at least one pathway in which you are most interested (see pages with CTAE course information), and plan to take the three required courses in that pathway. Not ready to choose a pathway? That's okay . . . use GAfutures to explore multiple career areas.

- **Fine Arts** – The arts teach us much about history through literature, visual arts, music, dance, and drama. Learning through the arts often results in greater academic achievement and higher test scores.

You will take Fine Arts classes if you plan to participate in your high school band or chorus or the performing arts. If you choose not to make that commitment, you still have the opportunity to choose from several other classes as they are offered by your school.

- **World Language** – Students planning to enter or transfer into a University System of Georgia institute must take two units of the same world language.

Whether you plan to attend a four year college or not, you should consider taking at least two units of a language of your choice. Some understanding of a foreign language will be very beneficial in a culturally diverse state and nation.

Questions to consider:

✓ Do you want to take at least two world language courses? ___ YES ___ NO

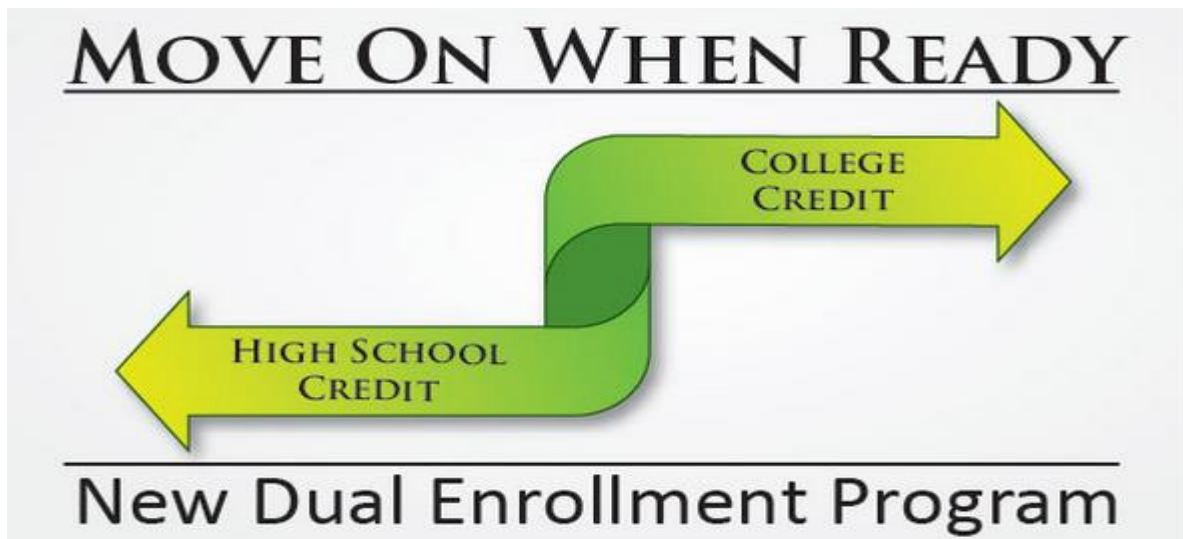
✓ Are you interested in at least one career pathway? ___ YES ___ NO

If YES, name that pathway: _____

✓ Are you currently in band or chorus? ___ YES ___ NO

✓ Are you interested in music, drawing, or painting? ___ YES ___ NO

DUAL ENROLLMENT/MOVE ON WHEN READY FOR HIGH SCHOOL STUDENTS



A secondary school is any school that is between elementary school and college/technical college that usually offers general, career technical, or college-preparatory courses. Even though you are currently an 8th grader in a middle school, you are technically in a secondary school.

So what is postsecondary? Simply put, postsecondary refers to anything you may choose to do after graduating from high school: go to work, go to college, go to technical college, learn a skill, or join the military. What's more exciting is that you can do any of those things while you are still in high school.

When reviewing and completing the BRIDGE Advisement Graduation Plan (Page 1) it is important to consider Move on When Ready options.

Dual Enrollment/Move on When Ready Program:

The Move on When Ready (MOWR) program provides district students the opportunity to be "dual credit enrolled". This means a MOWR student is enrolled at both the high school and college or technical college. In this program a student may be part time or full time at the postsecondary school. The student receives credit for approved courses on the high school transcript as well as their college or technical college transcript. Thus, MOWR students take postsecondary coursework for credit towards both high school graduation and postsecondary requirements. Beginning with Fall term 2015 (FY 2016) the program is offered during all terms of the school year: fall, spring and summer semesters.

To be **eligible for the MOWR program, a student must:**

1. Be **enrolled** in the ninth, tenth, eleventh or twelfth grade in accordance with O.C.G.A. §20-2-690(c);
2. Be **admitted** to an eligible, participating USG, TCSG or Private postsecondary institution as a dual credit enrollment student.
3. Be enrolled in courses listed in the approved MOWR Course Directory.
4. Maintain satisfactory academic progress as defined by the eligible postsecondary institution.

Students need to (steps 1, 2, and 3 must be completed well in advance of any postsecondary institution deadlines):

1. **Meet with school counselor** regarding program and/or admissions questions.
2. **Research** along with parent/guardian admissions requirements at postsecondary school choice(s).
3. **Schedule and take SAT or ACT** if interested in program after the information session with the school counselor and research completed regarding the postsecondary institution(s).
4. Complete the **MOWR online application** which includes three parts:
 - a. Student and Parent/Guardian
 - b. High School
 - c. Postsecondary Institution

All three sections are completed and submitted to Georgia Student Finance Commission.
5. Complete **required advisement conference** with the school counselor along with parent/guardian prior to 1st, 2nd and/or summer semesters of each participating school year completing both MOWR program documents as well as the **district MOWR document**. **The district MOWR document is required to be completed and on file every semester.**
6. Within first 30 days of attending classes, meet with school counselor to **verify postsecondary course schedule against high school schedule**.
7. **Always notify school counselor** within **24 hours of withdrawing** from a course. Notification must be by email as well as phone. A student who withdraws from a course and does not notify the counselor will receive an F, a 69 numeric grade, on the transcript.
8. Make an appointment with the school counselor 30 days prior to the end of the semester to complete all required documentation for the next semester.

Students, who meet all eligibility requirements, receive a student-specific award amount to be applied toward tuition, mandatory fees and books. In addition, postsecondary credit hours taken as a Dual Credit Enrollment student, for which MOWR payment is made are not counted as "attempted-hours" nor are they included in the "combined paid-hours" limit for the purposes of HOPE Scholarship or Zell Miller Scholarship eligibility.

Always make an appointment with your Professional School Counselor regarding any questions about the Move on When Ready program.

Other Terms to Know

Articulated Credit:

Articulated credit is awarded by **technical colleges** after a student graduates from high school and only if there is an agreement between the college and the school district. This agreement guarantees that the high school coursework is equivalent to the college coursework. Students may request articulated credit within 18 months of graduating from high school. Most technical colleges require that students pass an end-of-course or exemption exam before credit will be awarded.

Joint Enrollment/HOPE:

Joint enrollment courses are available to high school students, but credit is only issued by the technical college or college. These Dual Enrollment courses are paid for by the HOPE **Grant** but **DO NOT** count against the maximum HOPE hours that a student can use in his/her lifetime. Since students receive college credit only, grades achieved in joint enrollment courses DO NOT count towards the high school GPA. These courses are not recorded on the student's district high school transcript. No school district funds pay for these courses.

SENIOR CAPSTONE PROJECT

The Senior Capstone Project is designed to answer: **Who am I and where am I going?** It is the culminating activity of a student's high school career. The Capstone Project provides students with the opportunity to demonstrate their knowledge and showcase the skills they have acquired over their past school years. The Capstone Project combines academic, career, and personal goals and components intended to challenge each student's ability, stretch their limitations, and celebrate their individuality. At Paulding School District High Schools the implementation of the Senior Capstone Project may be slightly different. However, all of the Georgia Department of Education Senior Capstone Project Guidance components are followed.

Goals of Project

- To provide students with the opportunity to apply the knowledge and skills acquired in their courses to research relating to a career interest area
- To allow students to extend their academic experience into areas of personal career interests, to include working with new ideas, organizations, and individuals
- To encourage students to think critically and creatively about academic, professional, and/or social issues and to further develop their analytical and ethical leadership skills
- To provide students with the opportunity to refine research skills and demonstrate their proficiency in written and/or oral communication skills

Four Components of the Capstone Project

(Minimum requirements set by GaDOE are below with each high school having the flexibility to design and implement this project.)

1. Research Paper

The first component is a research paper documenting information on a subject of the student's choice -- a subject demonstrating the student's career interest, but not necessarily one for which they are an expert. The research must be a worthwhile stretch beyond what is already known. The project proposal would be approved prior to beginning this research. The length of the paper is determined by the local schools, with the understanding that certain information must be evident in the paper. This information includes, but is not limited to, reasons for selecting the occupation in the specific career cluster/pathway, career goals, relevant career-related information that provides the reader some information about a specific occupation or current topics related to that occupation, research on job outlook and education and training needed, and any current trends or changes in the future of the career field. Additionally, to enhance the research and expand learning, students may be required to explore an aspect of the career in depth that may be a "hot topic" in the field, i.e. latest research on a particular medicine used in treating certain diseases, genetic research or food safety in the area of Agriculture, or natural gas pipeline safety in the area of energy. By adding this requirement, the student will be able to not only research the career area, but gain specific information that would help them in their preparation for entering the chosen career field.

2. Portfolio

The second component of the project should be a portfolio. This portfolio may be in a notebook form or kept electronically. The portfolio provides physical documentation of the career-related capstone project journey.

3. Mentor

Students must obtain a mentor to assist in learning more about the career area. The mentor must be someone who is knowledgeable in the chosen area of interest or someone working in the field. The students have the responsibility to obtain a mentor and then submit a signed agreement between the school, the mentor, the student, and the parent. School personnel should assist with finding mentors, if necessary. If a mentor is not available in a nearby area and it would truly be a hardship on the student, virtual mentoring should be a consideration. An example would be Skype, email, Facebook, or any other information related to the career field without face-to-face contact. Possible resources would be CTAE teachers in the Georgia Virtual School program or the local Chamber of Commerce. Students should maintain a log of hours spent with the mentor and are required to spend a minimum of eight (8) hours with their mentor to complete the project. High schools may require more than the eight hour minimum.

4. Student Presentation

The fourth and final component of the project will be a presentation. This presentation could be a formal presentation before a panel of community judges where the students present their research information and findings or a presentation before a group of interested students at another grade level such as middle school or elementary school students. Classroom presentations are also acceptable. A student may share any tangible evidence/application of the skills and knowledge acquired from the project. The ideal panel would consist of community members arranged by the school to be held in the evening to accommodate work schedules for those outside of the school. Presentations would consist of the student's purpose and reasons for choosing the career area, new information gained about the career, and plans for pursuing additional information about the education and training needed for entering the chosen career area.

Work-Based learning students do not complete this project as they complete a similar project under the Work-Based Learning program.



Work-Based Learning: The Work-Based Learning (WBL) program is designed to provide experience and activities that support a school to career transition. Students are allowed to work off campus in the business community during the school day to learn more about a chosen career. Students participating in WBL must be in grades 11 or 12 and at least 16 years of age. Students must also have a 2.0 GPA or higher, teacher recommendation, and good attendance and discipline. Students participating in WBL may be paid or unpaid for their work experience.

REQUIREMENTS FOR WBL

- Students who are enrolled (or have completed) in a CTAE
- Pathway can apply for the Work-Based Learning Program.
- Students must be in grades 11 or 12
- Students must be at least 16 years of age
- Students must have good attendance, discipline, and teacher recommendations
- Students must have a 75 Numeric GPA or higher

EMPLOYABILITY SKILL DEVELOPMENT (ESD)

- Paid entry level work
- Limited to one year
- May or may not be linked to a specific pathway
- Must have completed or be currently enrolled in a CTAE course

INTERNSHIP

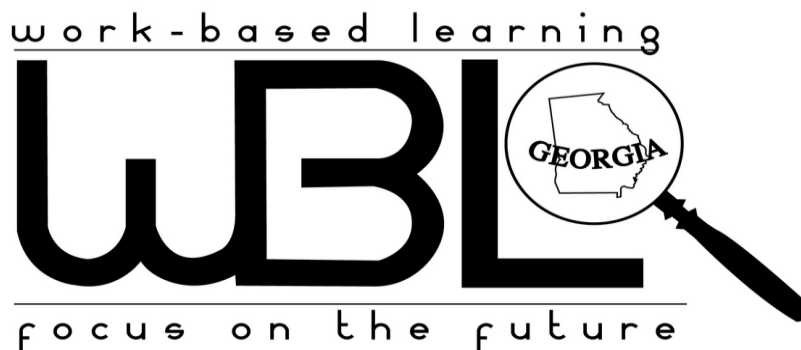
- Can be paid or unpaid work experience
- Directly related to a student's career pathway
- Can occur in the school or the work place
- Must have earned one credit in a CTAE pathway or closely related academic course

COOPERATIVE EDUCATION (CO-OP)

- Paid work experience
- Directly related to student's career pathway
- Enrolled in a course that is directly related to job placement

YOUTH APPRENTICESHIP (YAP)

- Paid work in a highly technical, highly skilled position
- Work in chosen career area
- Student must have post-secondary education plans in chosen career area (earning a degree, licensing, or certification depending on career requirement)
- For completion of YAP program students must have 2000 hours in high school and post-secondary institutions



OK, we're almost there! By now, you should know more about you, your interests, and your high school and post secondary options. Let's take just a minute to review:

Use the information on previous pages of this guide to answer the following questions:

- 1) What is your career choice? _____
- 2) What Career Pathway will you consider at the high school? _____
- 3) Do you know if that pathway is offered at the high school you will attend?
YES NO (circle one) If NO, what other pathway would interest you?

- 4) How many units/credits of English/Language Arts will you need to meet graduation requirements? _____
- 5) How many units/credits of Social Studies will you need to meet graduation requirements? _____
- 6) How many units/credits of Science will you need to meet graduation requirements? _____
- 7) How many units/credits of Math will you need to meet graduation requirements? _____
- 8) How many units/credits of Health and Physical Education will you need to meet graduation requirements?

- 9) How many units/credits of Career, Technical, and Agriculture (Pathway) and/or World Language, and/or Fine Arts (music, art, etc.)? _____
- 10) Where would I find out information about the Advanced Academic Plans of Study/Pathway courses?

- 11) How many additional electives will you need to meet graduation requirements? _____
- 12) What is a GPA? _____
- 13) What postsecondary (after high school) options do you currently have (circle all that apply):
4-year college 2-year college technical college special purposes school
apprenticeship military go to work other _____

INCREASE YOUR CHANCES FOR HIGH SCHOOL SUCCESS

Succeeding in high school is completely up to **YOU!** You will have teachers, counselors, administrators, friends, and parents/guardians to help, but ultimately YOU are responsible for and in control of everything you do during your high school career. The following helpful hints may help you stay on track:

- ✓ **Make up your mind now to finish eighth grade in good academic standing.** You not only need to do well in your classes, but you must also do well on the CRCT.
- ✓ **Remember that your high school GPA is important!** Your grade point average determines whether you will be able to participate in sports and some other after school activities. It also affects college acceptance and eligibility for HOPE and other scholarships.
- ✓ **Don't forget to ask for help.** High school courses are designed to prepare you for college; they will be challenging. Your teachers are there to help you, but you will have to ask if you don't understand the material. They are good in their subject area, but teachers cannot read your mind!

Setting goals is important to being successful, just like knowing where you are going is important to planning a trip. Now is the time to think about what you want, where you want to go, and how you are going to get there. Take some time to think about the following:

Short-term (immediate) Goals:

Define three short-term goals for this year. These may be personal goals, educational goals, or goals centered around family and friends. Example: *"I want to get better at using the computer"*.

Your goals should be challenging but also achievable and realistic. Push yourself, but set goals that you are capable of achieving with maximum effort.

Your goals should be enjoyable – you should truly want to work towards these goals. Your goals should also be flexible. As your priorities, interests, and skills change, your goals will change too.

Goal 1: _____
Goal 2: _____
Goal 3: _____

Intermediate Goals (2-5 years):

Use the same guidelines above. Example: *"I want to get my driver's license"*.

Goal 1: _____
Goal 2: _____
Goal 3: _____

MORE ABOUT HIGH SCHOOL COURSES for the NINTH GRADE YEAR

The key to doing well in your high school courses is knowing how to select the right ones. Some courses have different levels of difficulty; others are offered only at certain grade levels; and several require that you complete previous courses. Using the information in the Academic section answer the following questions:

- 1) What English courses are available for 9th grade students?

- 2) In what grades are Advanced Placement (AP) English courses available? _____
- 3) What are your choices for 9th grade math? _____
- 4) What prerequisite must you meet to take an accelerated math course?

- 5) What social studies choices will you have in 9th grade? If you take a social studies course in 9th grade, is that course a core or elective course?

- 6) Name two fine arts courses that you may take in 9th grade:

- 7) How many levels of Spanish (other World Language) are available to you next year? _____
- 8) At what grade level will you take your required health course? _____
- 9) What other electives interest you?

This is a LOT of information about a LOT of courses! You need to spend some time thinking about and exploring your choices. If you are not sure which courses you should take, talk to your parents, your eighth grade teachers, or your middle school counselor. Visit the district website under Counseling Information and/or the website for the high school where you will attend.

* Remember, your GPA is important. Be honest with yourself about the grades that you have made in the past, especially in language arts, science, social studies, and math. Your performance in these subjects and on the CRCT should have been very strong if you are considering honors or AP (Advanced Placement) classes.

FINALIZING YOUR BRIDGE PLAN

With your career goals in mind, make your course requests and BRIDGE Advisement Graduation Plan.

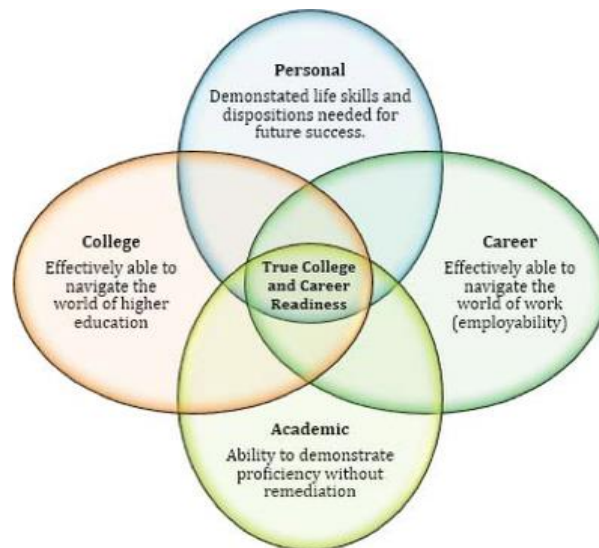
Remember to choose electives that will further your career choice. Remember to consider if you want to be a *Dual Enrollment/Move on When Ready* student during your high school years.

Also remember that you must have four English/Language Arts, four math, four science, and three social studies along with $\frac{1}{2}$ health and $\frac{1}{2}$ physical education. You must add a minimum of two World Language courses if you plan to seek college admission.

Finally, we're going to look at the big picture to make sure that you are getting all of your required units. After completing it on paper, you need to go to GAFutures (www.GAfutures.org) and enter this information under High School Planning in your Plan of Study also known as your IGP (Individual Graduation Plan).

If you like, you may also enter your defined goals in your GAFutures portfolio under Your Profile.

Your counselors will continue to assist you with your plans and make certain that you have completed each advisement step.



HELPFUL WEBSITES

Want to know more about life after middle school? Here are some helpful websites you might visit:

www.knowhow2go.org/middle_ready.php

www.aie.org/students/

www.vaview.org

www.learnmoreindiana.org/careers/exploring/Pages/RealWorld.aspx

www.driveofyourlife.org

www.breitlinks.com/careers/career_activities.htm

College Information

<http://www.act.org> provides information on the ACT and will allow you to register online.

<http://www.collegeboard.com> provides information on the SAT and will allow you to register online.

<http://www.GAcollge411.org> is an online, interactive tool that helps students make choices about careers, colleges, technical schools, and financial aid.

<http://www.petersons.com> is Peterson's Guide to Colleges and Universities.

<http://www.ncaaclearinghouse.net/ncaa/NCAA/common> provides the NCAA Eligibility Guide

Career Information

<http://careerpathsonline.com> is the site for Career Paths.

<http://collegeboard.com> offers Career Browser.

<http://www.GAcollge411.org> provides career interest inventory and results information.

<http://www.umsl.edu/services/govdocs/ooh20002002/1/htm> is the Occupational Outlook Handbook.

<http://www.todayismilitary.com/app/tu/careers> is the Military Career Center.

Scholarship/Financial Aid Information

<http://www.college-scholarships.com> is an all purpose college and scholarship information site which includes links to nine free internet scholarship search data bases, links to college websites and online applications, college admissions office email addresses and (mostly toll free) phone numbers, ACT and SAT prep information, and much, much more. The site has been the recipient of more than 25 internet awards and receives more than 150,000 visits each month.

<http://www.ed.gov/studentaid.com> is a federal government site for student financial assistance. There is a link to the U.S. Department of Education FAFSA (Free Application for Federal Student Aid). Remember no completed FAFSA application during the spring semester of your senior year means NO HOPE.

<http://www.fastweb.com> is the largest on-line scholarship search service.

<http://www.GAcollge411.org> is an online, interactive tool that helps students make choices about careers, colleges, technical schools, and financial aid.

<http://www.get-recruited.com> offers students a chance to be recruited by, and perhaps be offered scholarships to attend, colleges, universities and graduate schools throughout the United States. This service is absolutely free.

<http://www.guaranteed-scholarships.com> lists and describes scholarships offered by individual colleges and universities to all enrolled students meeting the specific criteria.

<http://www.gsfc.org> provides complete HOPE program eligibility requirements and provides answers to questions about this program.



Being a successful student is what school is about. Yet, we know that sometimes what you think and feel may get in the way of academic success. If you are having problems with friends or others, this may distract you from focusing on school. For this reason, school counselors help you develop the following standards for success in your personal and social life.

Standard A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

Standard B: Students will make decisions, set goals and take necessary action to achieve goals.

Standard C: Students will understand safety and survival skills.

(Source: The American School Counselor Association National Model)

HOW SELF-AWARENESS HELPS YOU LEARN

When you purchase a new smart phone, game or hair dryer, you read the instructions, so you will know how everything works. You should do the same thing with your brain and think about developing your self-awareness. Determine your self-image, attitudes, and habits.

To build your self-esteem:

Be **CONFIDENT** and trust that you are a powerful person.

Know that everyone is unique and embrace others who are different than you are.

Do not be discouraged by the mistakes that you make.

Always treat others in a kind manner.

Be **KIND** to yourself.

Believe in yourself.

Think positively and distance yourself from negative people.

Do your best at all times and take pride in everything that you do.

To build your attitude:

Your attitude affects everything you do.

Your attitude will either energize or drain you.

A positive attitude opens your mind to many possibilities.

You always have the power to treat others with **RESPECT**.

To increase your positive habits:

Identify the bad habits that may prevent or slow you down from reaching your goals or potential.

Review your habits from time to time and see if you need to change a habit.

GOAL SETTING

Throughout high school, you begin evaluating your life, whether it is day-to-day details, a short term project, or a long-term project. A goal moves you toward something that you want to strive for or attain. Goals incorporate prioritizing, managing time, setting up a plan or schedule, and staying flexible.

GOALS WILL HELP YOU SEE YOUR PURPOSE CLEARLY!

GETTING CONNECTED TO OTHERS

You need the adults in your high school, so make an effort to form positive relationships with:

Teachers—Obviously, they are there to guide students and to help students learn the course content. However, they are not just interested in giving out homework and having you taking tests. Teachers can be great resources to help you with your career plans, especially as you learn what your favorite subjects are. Teachers also can be very good listeners for any type of issue that you are facing.

Professional School Counselors—His or her very reason for being at your school is to support you and see you succeed. Remember to discuss academic, personal/social, and career issues with your counselor. They will assist you in settling conflicts and making smart choices.

Other Adults—There are all types of adults who will support you —the resource office, school nurse, media specialists, and administrators are only a partial list.

JUST KEEP PEACE BULLYING PREVENTION PROGRAM - (Keep in touch with your school counselor regarding any issues that you have that fall under this Personal/Social Life Domain.)



The Bullying Prevention Program for the Paulding County School District is a multi-tiered approach which is designed from a proactive/preventative stance and provides a safe learning environment for all students. The overall framework of the program is based on the research-based Olweus Model. The name of this valuable program is *Just Keep Peace*. This program supports all students in grades K-12.

This program while introduced to you during your middle school years continues through all of a student's high school years. The focus of the district program and all local school programs has at the center core the understanding that bullying is:

- ❖ a behavior that is **repeated** over and over by the same person
- ❖ **intentional** and causes distress, fear, and/or harm to the victim: takes into account how the victim perceives the bully's intent
- ❖ **power-based** whereby the victim cannot defend himself/herself with the power imbalance being from physical strength, social status and/or emotional intimidation.

The district program believes in these best practices:

- ❖ The focus is on the social climate of the school so that the learning environment is positive and norms are developed regarding bullying.
- ❖ Data is used to assess bullying at each school as well as at the district level to estimate the nature and prevalence of bullying.
- ❖ Through training sessions and workshops, information is shared so that both staff and parents buy-in to support bullying prevention.
- ❖ A representative group is developed to support each school's bullying prevention activities and program plan and to assess data results.
- ❖ Training for administrators, faculty, and staff and presenting classroom guidance activities for students include the definition of bullying, the effects of bullying, how to respond when bullying is observed, how to support others to prevent bullying, and when/how to report bullying.

The Bullying Circle is taught at all grade levels including high school, so that roles and reactions are understood. The circle has at the center the social and learning climate of the school with the students understanding the following roles:

1. Bully
2. Follower-may not be as ready to act
3. Disengaged Onlooker
4. Passive Defender
5. Possible Defender
6. Defender's Supporter
7. Defender Who Helps the Victim

As you are already aware from you counselors who support you at the middle school level, bullying prevention takes active participation of administrators, counselors, teachers, other district personnel, parents and students along with the community. It takes all stakeholders to eliminate bullying and promote a positive learning environment. Every elementary, middle, and high school has a *local school plan* that has been written and submitted to the Director of Counseling Services.

In addition to bullying prevention, the district program addresses and supports the aftermath and consequences of a student who has bullied another student.

Please note: All school districts in Georgia will have a Bullying Prevention Policy and Protocol in place.

Suggestions for Students

- Be aware that many students are anxious about moving to high school.
- Common concerns include the size of the school, worries about older students, worries about not having friends, and responsibilities of more challenging courses.
- It is normal to feel some anxiety about big changes.
- ***Attend summer freshmen orientation opportunities offered at each high school.***
- Get Involved! Try different activities and look forward to meeting new people through these opportunities.
- Discuss your concerns with a friend, an adult, or an older sibling.
- Try to attend high school events, if you have not already done so, during your 8th grade year.
- Give it time! Do you remember how long it took for you to feel *at home* when you went from 5th to 6th grade?
- If you don't understand something, don't be afraid to ask questions.
- Consider using a study partner or study group and keep this group through high school.
- Take careful notes in class and consider reviewing these every night. Rewrite the notes or key them into word document on your computer, if you feel this will help you increase retention of the presented material.
- Take a break after school, however, have a set time for homework in a quiet area. Take frequent short breaks when doing homework.
- Read assigned topics that are in your textbook or assigned book ahead of time.
- Learn strategies for stress reduction that work well for you. Walking, playing a sport, listening or playing music, singing, talking to a friend, etc. will help relieve stress.
- Good study habits will pay off, not only in high school, but when you transition to college, technical college, or a work setting.
- Utilize an agenda book to help with organizational skills. Planning ahead of time to meet deadlines is key.
- Always be prepared and take an active role in your education! Learn about all the diploma requirements and courses you need to graduate from high school. Participate in the annual BRIDGE Advisement Graduation Plan advisement opportunities.

Congratulations! Having completed the journey through the academic and career sections of this handbook of information, you are now among a very select group of eighth graders. You will be entering high school better prepared to graduate and, hopefully, well on your way to the college and/or career of your choice. Just a few final thoughts:

- ✓ **Remember you have to be present to win!** Your high school attendance record impacts a lot of things: the ability to get a driver's license; your eligibility to play sports; your chances of being accepted into college, the military or even getting a job.
- ✓ **Keep your options open.** Nothing that you have decided so far is set in stone. When things do change, be patient, be yourself, and be prepared to make good choices!
- ✓ **Stay in control.** Don't lose track of what you want, where you are going, and how you are going to get there.
- ✓ And finally,

Enjoy your high school years!





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