

Class of 2012

***Students Focusing on
Learning***



Paulding County School District

High School 101

A Handbook for Students and Parents

Paulding County Schools

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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 be 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 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 plan a six-year-program of study, completed the spring semester of the ninth grade year. Students also complete an 8th to 9th advisement and registration plan during the spring semester of 8th grade.

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 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 eighth grade teachers, counselors, and administrators have been preparing students for this important step. Each middle school hosted an informational parent night in January which covered the new graduation rule for the class 2012 as well as the upcoming course selection opportunity for 8th grade students. Eighth grade students have experienced classroom guidance from the high school counselors regarding the high school experience and course offerings. Each high school has an 8th Grade Parent Night in the spring. 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 the Freshmen Focus 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 throughout the high school experience as well as this critical time of beginning high school. Also, rely on the high counseling website to continually provide the most up-to-date information:

<http://www.paulding.k12.ga.us/curriculum/counseling.htm>

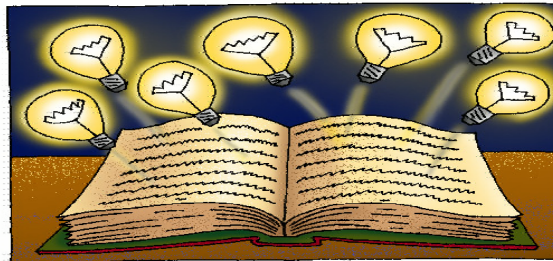
Let the journey begin and welcome to high school!



PAULDING COUNTY COUNSELING AND ADVISEMENT PROGRAM

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. Professional school counselors align and work with the school district's mission, Focusing on Learning, to support the academic achievement of all students as they prepare for the ever-changing world of the 21st century.

Your 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 will have an opportunity to participate in arena advisement in the ninth and eleventh grades. Additionally, students may meet with a counselor to implement goal setting and 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 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, school-to-work transition programs, and post-secondary planning.



SUGGESTIONS FOR PARENTS

- ❖ Review the choices that your student has made in eighth grade about what classes he or she will take in the ninth grade. Seek the help of school counselors, if you have questions.
- ❖ 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 student handbook that is given out each fall.
- ❖ Use Pinnacle to continually review grades.
- ❖ Use the Paulding County School District website to review calendar, testing, academic, and athletic/extra-curricular information.
- ❖ Utilize the local high school website for communication, upcoming events, and important information.
- ❖ Use the school counseling website:
<http://www.paulding.k12.ga.us/curriculum/counseling.htm>

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.

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

Program of Study

For the Class of 2012, there is one program of study that leads to a high school diploma in Georgia. A program of study is the set of courses needed to complete the requirements for graduation. Additionally, students must take and successfully pass a Georgia High School Graduation Test in each of the following areas:

English/Language Arts Mathematics Science Social Studies Writing

These tests must be completed and passed to participate in the high school graduation ceremonies as well as to earn a high school diploma. Students begin taking these tests in their junior year. The Writing test is given in the fall and the other four content area tests are given in the spring. Students must pass all of the tests by the end of their senior year.

The chart below lists how many units of credit are needed in each course area in order to complete a program of study. This chart is also located on the 8th to 9th Transition Advisement/Registration form:

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		
CTAEand/or World Language and/or Fine Arts	3 units		2 units of the same World Language
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 – 4 units To 11 th – 10 units To 12 th – 16 units

The following document was used for 8th to 9th Planning and Registration for the 9th Grade School year.

Microsoft Excel - Revision 2008 2009 Registration Form January 11

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PAULDING COUNTY SCHOOL DISTRICT
HIGH SCHOOL REGISTRATION FOR 2008-2009

MIDDLE SCHOOL: AMS DMS EPMS HJMS MMS SMMS SPMS HIGH SCHOOL: EPHS HHS NPHS PCHS SPHS

STUDENT'S NAME: _____ ID# _____ Advisor _____

HOME PHONE: _____ DATE OF BIRTH: _____ Male _____ Female _____

Name of Parent/Guardian _____ Work Phone _____ Cell Phone _____

Name of Parent/Guardian _____ Work Phone _____ Cell Phone _____

Address _____ City _____ Zip _____

9th Grade 2008-2009 Registration		Alt. No.	Teachers: Please initial.
ENGLISH			
9th Lit/Comp (EOCT)	23.0610000		
9th Lit/Comp (EOCT)-ESOL I	23.0910000		
9th Lit/Comp Honors* (EOCT)	23.0310010		
MATH			
Math I (EOCT)**			
Accelerated Math I (EOCT)**			
Math Support I (May be required.)			
SCIENCE			
Biology (EOCT)	26.0120000		
Honors Biology* (EOCT)	26.0120010		
SOCIAL STUDIES (Elective)			
World Geography	45.0711001		
Hon. World Geography*	45.0711010		
AP Human Geography (selected schools)*	45.0770000		
HEALTH & PHYSICAL EDUCATION			
Health (Semester Course)	17.0110001		
Personal Fitness (Semester Course)	36.0510010		

2008-2009 Registration Modern Language		Alt. No.	Teachers: Please initial.
2 units required for admission to college.			
Spanish I	60.0710000		
Spanish II	60.0720000		
French I	60.0110000		
Latin I (EPHS)	61.0410000		
ELECTIVES (Place a 1, 2, and 3 by first, second, and third choices in far right column.)			
Visual Arts/Comprehensive I	50.0211001		
Dramatic Arts/Fundamentals I	52.0210011		
Beginning Mixed Chorus	54.0200000		
Beginning Band	53.0361001		
Dance Composition (Color Guard)	51.0520001		
JROTC (EPHS, HHS, PCHS)	28.0110000		
Found. of Family & Cons. Sci. (EPHS, HHS, NPHS, PCHS)	20.4020000		
Computer Applications	7.4411000		
Agricultural Leadership (PCHS)	1.0120000		
Intro to Tech (HHS)	21.0210000		
Other _____			
Other _____			

Note: High School Diploma Requirements

Areas of Study	Units of Credit	Adtl. 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 Modern Language and/or Fine Arts	3 units	2 units of the same Modern Language Parent's Initials
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.

Additional Information About Courses:

*Application process involved for honors and AP courses.
 **Math I: Algebra, Geometry, Statistics (Integrated Math Course)
 **Math II: Geometry, Algebra II, Statistics (Integrated Math Course)

Career Interest(s) _____

Notes: _____

Parent/Guardian Signature _____ Date: _____

White-HS Yellow-MS Pink-Parent Signs & Returns Green-Parent Copy

Revised 12/2007

Preview: Page 1 of 2

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State Board Passes New Graduation Rule

In an effort to establish high expectations for all students, the State Board of Education passed a new set of graduation requirements in September 2007. These requirements go into effect next school year, 2008-09, for all entering high school freshmen.

Q: Why did Georgia decide to revise the current graduation rule?

A: 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. State Superintendent of Schools Kathy Cox noted that, "We are no longer setting high expectations for just some students. As a state, we are saying that ALL students can learn at a high level."

Q: Why is the graduation rule being changed now?

A: The rule is being 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 does the new rule do for our students?

A: The new rule eliminates Georgia's "tiered" diploma, in which there were different expectations for different students with four diploma options. All students will now receive a strong core of classes in English/language arts, mathematics, social studies, and science. Elective courses will be used to personalize the educational experience.

Q: Who will this new rule affect?

A: Since the new graduation rule officially goes into effect during the 2008-2009 school year, the requirements affect those students who are currently in eighth grade in 2007-2008. It is also important to note:

- These students will be the entering high school freshman class for 2008-09.
- The only course in our district that counts for credit at the middle school level for eighth grade students is foreign language. If foreign language is taken during the 8th grade year, it 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.

Q: What are the major changes in the new graduation rule?

A: The new rule requires that all students have **23 credits** to receive a diploma, including:

- Four credits in English/Language Arts (same requirement for number of credits)
- Four credits in Mathematics (an increase for students on a career technology track)
- Four credits in Science (an increase of one unit)
- One credit in Health/Physical Education (same requirement)
- Three credits in Foreign Language** and/or Fine Arts and/or Career, Technical and Agricultural Education (CTAE)***
- Four electives

There are no changes to the number of credits required in English/Language Arts (four credits) or Social Studies (three credits).

*** Any student going to a University System of Georgia college or university must take at least two years of the same foreign language to meet admission requirements.*

**** Students wishing to receive industry certification in certain areas under Career, Technical and Agricultural Education programs must follow specific pathways.*

Q: What about students who receive special education services?

A: 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 new graduation rule?

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

For additional graduation rule information, please use this website:

http://www.gadoe.org/pea_policy.aspx?PageReq=GradRules2.



NOTEWORTHY FOR THE CLASS OF 2012

End-of-Course Tests (EOCT): See page 8

GCollege411.org: www.GCollege411.org is an online, interactive tool that helps students make choices about careers, colleges, technical schools, and financial aid. 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 GCollege411 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. GCollege411 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. NOTE: Beginning with the class of 2007, this website became the vehicle for transcript data to be transmitted for HOPE Scholarship eligibility.

High School Advisement/Parent Conferences:

Both parents and students will participate in conferencing opportunities each year through the Advisement Conference Schedule. Specific sessions for parents and students will be conducted to plan, review, and/or revise progress toward the student's diploma choice. Your student's homeroom advisor will schedule these appointments during designated system conference days for the ninth and eleventh grade year. Conferences with subject area teachers regarding individual courses should be scheduled as needed with the individual teachers. (See page 12)

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 grant, parents and students should check Georgia Student Finance Commission's website (www.gsfc.org/HOPE/index.cfm) for the most current information.

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 Criterion-Referenced Competency Test (CRCT) 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. Eighth grade students may also take a mathematics post-test, which may also be considered in placement, at the end of the year. (See page 11.)

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 will be required to perform with a passing score on the appropriate state graduation assessments (students must pass all sections of the Georgia High School Graduation Test), and 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.

Infinite Campus Viewer:

Both parents and students can now 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.

IMPORTANT DEFINITIONS



ACCEL Program: A program funded by Lottery monies and administered by the Georgia Student Finance Commission for 11th or 12th grade students to participate in an approved post secondary options program. The ACCEL program encompasses two and four year colleges and universities as well as technical colleges.

Carnegie Unit: most high school classes are set up on a yearly basis with each semester carrying $\frac{1}{2}$ unit of credit. A student earns $\frac{1}{2}$ unit of credit in December and $\frac{1}{2}$ unit of credit in May for each course if he/she has a passing grade (70 or above) at the end of the semester for a class that meets one period each day. Students are scheduled with the possibility of earning a minimum of 6 Carnegie units of credit per school year with three credits earned in the fall semester and three credits earned during the spring semester. (High schools in the Paulding County School District may offer more than six credits per year.)

Core Courses: courses from English, Mathematics, Science, Social Studies and Foreign Language. For industry certification in the Career, Technical and Agricultural Education area three courses in the same area are considered core.

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

End-of-Course Tests: End-of-Course Tests (EOCT) are mandated for Math I or Accelerated Math I, Math II or Accelerated Math II, 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. Students' scores will count 15% of the final course grades and will be the final exams for the courses. To earn credit the student's final grade must be an average of 70 or higher with the EOCT counting 15%. Specific guidelines regarding grading and impact on course credit have been announced by the Georgia DOE.

Georgia High School Graduation Test (GHSGT): students must pass a graduation assessment given initially in the eleventh grade. The GHSGT covers only a sample of the knowledge and skills that constitute a complete high school education. A Georgia high school graduate will have opportunities to learn, and is expected to have mastered, much more than these tests can address. For graduation purposes, students must pass English/language arts, mathematics, science, social studies and writing tests. The first opportunity to take the writing test is the fall of the junior year while subject area tests (English/Language Arts, Mathematics, Science and Social Studies) are offered in the spring of the junior year. Additional opportunities to pass these exit exams will be given the following summer, fall, winter and spring.

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 mid-December. Then, the spring semester

grading period begins in January and continues until the end of school in May. 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 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 Georgia High School Graduation Tests and specified End-of-Course tests.

PSAT: The PSAT is given in mid-October to all 10th grade students in the state of Georgia.

Prerequisite Courses: courses that must be passed in order to enroll in the next or subsequent course in a subject area.

Promotion: for a 9th grader to move to 10th grade status, he/she must earn a minimum of 4 Carnegie units.

Required Courses: specific courses or their equivalent 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.

HIGH SCHOOL CLASSES AND GRADING

1. The school year is divided into 2 semesters of approximately 18 weeks each.
2. A student takes a minimum of 6 classes each year for four years.
3. Taking 6 classes, a student can earn 6 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.
5. All 9th grade core courses are full year courses with grades and credits finalized at the end of first semester and then, again, 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, 15% of the final grade is determined by a cumulative exam or for EOCT courses, the EOCT grade. All courses whether passed or failed are recorded on the high school transcript.
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, night school, online courses, and Georgia's Virtual High School are the best routes to follow for make-up work. Credit recovery information is available through school counselors.
8. A total of 4 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.

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 four 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.

HIGH SCHOOL 101

Most high school freshmen take advantage of a dynamic course called, *High School 101*. This course is taught by the student’s advisement teacher and covers the following topics: Communication Skills, Personal Learning Styles, Technology Literacy, People Skills, Choices and Consequences, Test-Taking/Study Skills, Time Management, Business Literacy, Tolerance/Diversity Literacy, and Financial Literacy. At the successful completion of this course, the student receives a “P” for pass and 1/2 credit is earned for this course.

High School Transition
35.06800

~~~~ ENGLISH/LANGUAGE ARTS ~~~~



Class of 2012 (one diploma—4 units required)

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

NOTE: All students are required to take the End-of-Course Test for 9th grade Literature/Composition. 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 Test 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 Test is required and counts 15% of 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 Test is required and counts 15% 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 Tests

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 Test for that course. The score will count 15% of the final grade.



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 2012 (one diploma—4 units required)

The Georgia Mathematics Curriculum focuses on actively engaging students in the development of mathematical understanding. Beginning with the class of 2012, the math requirements change. Thus, class of 2012 will either follow a Math I, II, III, and IV course route or for qualified students the Accelerated Math I, II, III and Advanced Placement course plan. Please note that students who need support in math may be required to take a Mathematics Support I, II, and/or III to meet graduation requirements.

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Mathematics I: Algebra/Geometry/Statistics*	Mathematics II: Geometry/Algebra II/Statistics	Accelerated Mathematics II: Advanced Algebra/Geometry/Statistics	Mathematics IV: Pre-Calculus/Trigonometry/Statistics
Accelerated Mathematics I: Geometry/Algebra II/Statistics	Accelerated Mathematics II: Advanced Algebra/Geometry/Statistics	Accelerated Mathematics II: Advanced Algebra/Geometry/Statistics	AP Calculus AB or another advanced math course

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

End-of-Course Tests:

Students enrolled in certain courses will be required to take an End-of-Course Test as mandated by the state. This testing will impact students enrolled in Algebra I and Geometry.

Mathematics 1 *Prerequisite: Successful completion of 8th Grade Mathematics.*

27.08100

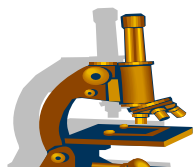
This is the first in a sequence of mathematics courses in high school designed to ensure that students are college and work ready. It requires students to explore the characteristics of basic functions utilizing tables, graphs, and simple algebraic techniques. Also, this course involves students with the following: operate with radical, polynomial, and rational expressions; solve a variety of equations; investigate properties of geometric figures in the coordinate plane; utilize the language of mathematical argument and justification; discover, prove, and apply properties of polygons; utilize counting techniques and determine probability; use summary statistics; and explore the variability of data.

Accelerated Mathematics 1 *Prerequisite: Successful completion of 8th Grade Mathematics.*

27.09100

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/or Advanced Placement Statistics. This course requires students to: represent and operate with complex numbers; explore the characteristics of basic functions; operate with radical, polynomial, and rational expressions; solve equations, including quadratic, radical, and rational equations; investigate properties of geometric figures in the coordinate plane; use the language of mathematical argument and justification; discover, prove and apply properties of polygons, circles, and spheres; utilize counting techniques and determine probability; use summary statistics to compare sample data distributions; and explore variability of data.

Prerequisite: Successful completion of 8th Grade Mathematics.



~~~~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 is 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.

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 Tests

Students enrolled in Biology or Honors Biology will be required to take an End-of-Course Test as mandated by the state. This testing will impact ninth grade students taking either of these courses.

Class of 2012 (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 Physics, Honors Physics or Physical Science	
Biology Honors Biology	Chemistry Honors Chemistry	Physics Physical Science Anatomy/Physiology AP Biology AP Chemistry AP Environmental Science	Physics Anatomy/Physiology AP Biology AP Chemistry AP Environ. Science

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 Test is required and counts 15% 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 Test is required and counts 15% of the student's overall course grade.



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 2012 (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 elective 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 Economics (1 semester) Honors Economics AP Government AP MACRO ECONOMICS

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.

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.

End-of-Course Tests

During their high school career, students enrolled in United States History and/or Economics will be required to take an End-of-Course Test as mandated by the state.

~~~~ FINE ARTS ~~~~

Visual Arts 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.

Drama I

52.02100

This class will introduce students to a variety of theatre disciplines including theatre history, notable playwrights, play writing, and primary aspects of production. Dramatic Arts/Fundamentals level two enhances level one skills by producing and studying children's theater in depth with performance opportunities. Level three further enhances skills by allowing students to produce and study literature as related to theater. Opportunities for performance are provided in level three.

~~~~ MUSIC ~~~~

Beginning Mixed Chorus

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 Band

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.

Dance Composition

54.052000

Introduces dance composition; covers how to identify and execute the basic principles of composition (i.e., design, improvisation, use of qualities and musical forms). Concentrates on the development of themes and performance of multiple phrase composition. This is a performance class which emphasizes individual creativity, musicality, movement, staging, and the use of props and equipment in performance.

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

These two ½ credit courses are taken in the ninth grade in the Paulding County School District.

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.

~~~~ FOREIGN LANGUAGE ~~~~

**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.

**Latin I****61.04100**

This course provides an introduction to the basic grammar, syntax, and vocabulary of Latin. A survey of Roman culture is included for understanding of Latin idiomatic expressions and appreciation of the ancient world. Commonly noted Latin expressions, as well as Latin-derived vocabulary, are emphasized to increase English oral proficiency.

~~~~ CAREER / TECHNOLOGY AND AGRICULTURAL EDUCATION ~~~~

Foundations of Transportation and Logistics: *prerequisite - None***47.57100**

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.

Animal Science Technology/Biotechnology (PCHS)**02.42100**

As part of the AgriScience pathway program of study, this course is designed to introduce students to the scientific principles that underlie the breeding and husbandry of agricultural animals, and the production, processing, and distribution of agricultural animal products. Introduces scientific principles applied to the animal industry; covers reproduction, production technology, processing, and distribution of agricultural animal products. Classroom and

laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.

Computer Applications: *prerequisite - none*

07.44110

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.

Occupational Safety and Fundamentals (PCHS, NPHS, & SPHS)

46.54500

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

Foundations of Family and Consumer Science I (EPHS, HHS, NPHS, PCHS)

20.40101

This course includes concepts and principles related to family living, the establishment and maintenance of relationships, preparation for marriage, parenthood and family life. This course emphasizes caring for and guiding children. It covers children's physical, mental, emotional and social growth and development. The second part of the course focuses on fabric and textiles, history of clothing and understanding dyes, basic repair of clothing and operating a sewing machine. The course is hands on and activity based.

JROTC/AIR FORCE (EPHS)

JROTC Air Force I: 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 (HHS, PCHS)

JROTC Army I: Introduction to Army JROTC, Leadership, Citizenship, Character Development, Service Learning

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, Bill 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 service.

Dance Composition

54.05200

Introduces dance composition; covers how to identify and execute the basic principles of composition (i.e., design, improvisation, use of qualities and musical forms). Concentrates on the development of themes and performance of multiple phrase composition. This is a performance class which emphasizes individual creativity, musicality, movement, staging, and the use of props and equipment in performance.

~~~~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.

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 Georgia Career Information System, GACollege411 (web-based), and a variety of other tools to focus on career interests. Counselors help students develop an educational/advisement 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!



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. 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 Foreign 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: Algebra, Geometry, Chemistry, and Physics.

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.

CORE GPA. Many colleges review and re-calculate grade point averages on CORE courses only, i.e., English, Math, Science, Social Studies and Foreign 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.

Grades. A student's grades in core courses (English, Math, Science, Social Studies, and Foreign 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 institution's minimum requirements and a second time to determine the difficulty of the candidate's program of high school 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 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. Application and registration packets for these two standardized tests are available in the counseling office at each high school.

COLLEGE ADMISSIONS

At all of Georgia's public colleges and universities, a minimum of 16 College Prep (CP) 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 on the next

page. 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.

The Freshman Index

The Freshman Index (FI) is a formula used by some of Georgia's universities and colleges which is designed to judge a student's potential for college success. The formula is a combination of a student's SAT/ACT scores and grade point average.

$$FI = \text{SAT-Verbal} + \text{SAT-Math} + (\text{Academic High School GPA} \times 500)$$

For example, if a student scored 510 on the verbal part of the SAT, and 490 on the math portion of the SAT and had a 3.4 GPA, then that student's FI would be equal to $510 + 490 + (3.4 \times 500) = 2700$

$$FI = (\text{ACT} \times 42) + 88 + (\text{Academic High School GPA} \times 500)$$

For example, if a student scored 27 on the ACT and had a 3.4 GPA, then that student's FI would be equal to $(27 \times 42) + 88 + (3.4 \times 500) = 2922$

NOTE: The Academic GPA (on a 4.0 Scale) is based only on academic courses (English, Math, Science, Social Studies, and Foreign Language). If the SAT or ACT has been taken more than once, the highest scores will be used. Always contact the college admissions offices for any questions.

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. Seek input from your high school counselor regarding the calculation of your grade point average. **Paulding County uses a numeric GPA scale. However, HOPE scholarship eligibility is based on a 4.0 scale GPA, A=4.0, B=3.0, C=2.0, and F=0.0.**

SAT



Students who graduated from high school in 2006 were the first class to take the new SAT for college admissions. The new SAT will have three sections: Critical Reading (called Verbal, prior to 2006); Math; and Writing (new section). The Critical Reading section adds shorter reading passages to existing long reading passages, but eliminates analogies. The Math content was expanded to include topics from third-year college prep math, and eliminated quantitative comparisons. The Writing components include multiple-choice questions on grammar and usage plus a short student-written essay that requires them to take a position on an issue and use examples to support their position. Colleges and universities require that the writing test be taken, but still use the Critical Reading and Math scores to evaluate incoming students. SAT (Scholastic Aptitude Test) scores are a good predictor of a student's academic success at least for the first year of college. Colleges look at SAT scores, grade point average in core areas, and the actual high school courses taken in their admissions selections.

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 www.GAcollege411.org to take advantage of two comprehensive resources for Georgia High School students to help them prepare for the SAT.

SAT Companion

The GAcollege411 [SAT Companion](http://www.GAcollege411.org) features easy-to-use tutorials, interactive practice sessions,

techniques and strategies, and more, to strengthen academic skills in preparation for the SAT. The test-prep courses automatically adapt to the student's skill level, give immediate feedback to answers, and offer helpful hints, tips, and explanations for the types of questions and subjects found on the exam. The [SAT Companion](#) provides overview information about the different sections of the SAT test along with a list of frequently asked questions about the SAT test.

Official SAT Online Course

The Governor's Office and the Georgia Department of Education are providing public high school students enrolled in grades 9 through 12 free access to the [Official SAT Online Course](#) administered by the College Board. This course offers interactive instruction organized into 18 lessons, 6 official practice tests and hundreds of practice questions with answers and explanations, automated essay scoring and personalized score reports. Any student enrolled in a public high school in grades 9-12 will have access to this service. To gain access, obtain the high school code from the high school counselors. Once a student has the high school code, he/she sets up a user name and password.

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. Postsecondary institutions require that students take this writing test. Colleges and universities make their own decisions about using the results of the ACT Writing Test.

HOPE Scholarship

Helping Students and Parents Understand Hope Scholarship Eligibility Changes Beginning with the Class of 2007



In 2004, the Georgia General Assembly passed HB 1325 (codified in 20-2-157 O.C.G.A.) requiring the Georgia Student Finance Commission (GSFC) to calculate, for purposes of determining HOPE Scholarship eligibility, the grade point average of every graduating high school senior in Georgia beginning with the class of 2007. State law mandates these changes be effective as of April 30, 2007. Therefore, this law requires the Georgia Student Finance Commission to provide a new mechanism for recording student information and awarding the HOPE scholarship. The mandated changes can be viewed on: http://www.legis.state.ga.us/cgi-bin/gl_codes_detail.pl?code+20-2-157

There are no guarantees that laws regarding HOPE Scholarship eligibility will remain the same for your student when he/she graduates from high school. The goal of the Counseling Department in the Paulding County School District is to keep parents and students informed. Below are questions and answers based on important facts concerning the HOPE eligibility changes, beginning with the graduating Class of 2007:

1. Will the 8th grade math courses completed in middle school receive local school district credit?

Answer. No, middle school math courses just like other core courses are not recorded on the high school transcript and therefore, do not impact HOPE eligibility.

2. What are the advantages of a student taking a world language course in middle school?

Answer. Research supports that taking additional rigorous courses in high school better prepares students particularly for college entrance exams (SAT and ACT) as well as college courses. Taking a world language course in middle school allows more course opportunities in high school. Also, if a student earns high grades in a World Language course, then the local district high school cumulative grade point average is positively impacted for:

- Class rank which determines valedictorian, salutatorian, upper 10% of class, etc.
- Meeting college entrance requirements
- Being competitive for scholarships

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3. What changes has HB 1325 brought for students earning a World Language Carnegie credit completed in the eighth grade?

Answer. This courses will not be included in the calculation for the HOPE grade point average, and thus, it will not be used for HOPE eligibility beginning with the graduating Class of 2007.

4. According to HB 1325, what courses will be used in the new HOPE Scholarship average calculation?

Answer. All academic units attempted by a student while in grades 9-12 in core areas (**English, Mathematics, Science, Social Studies, and Foreign Language**) will be used to determine the student's HOPE Scholarship grade point average. For example, if a student takes five science courses, all five course grades will be calculated into the HOPE GPA. Courses not in the core academic

areas will be excluded from the calculation. If a student fails to earn a unit of credit, but takes a core area course, it too will be included in the calculation.

5. Honors courses are “weighted” courses in our school district. This means students receive additional points on their grade averages. Will the weighted grade be accepted for HOPE calculation?

Answer. No, honors courses cannot include the local additional points, however, the law does allow Advanced Placement and International Baccalaureate courses to be weighted. Course and credit information which is submitted from the local high school to the Georgia Student Finance Commission does not weight honors or Advanced Placement courses. The Georgia Student Finance Commission adds a .5 GPA weight to all Advanced Placement and International Baccalaureate courses. The local school district still weights both honors and Advanced Placement courses for local school district calculations on the high school transcript.

6. Who will calculate my students’ Grade Point Average for HOPE scholarship eligibility?

Answer. Upon your student’s graduation, the Georgia Student Finance Commission will receive high school transcript data from the Paulding County School District. GACollege411.org will be the method of transmission for this data. The Georgia Student Finance Commission (GSFC) will be responsible for the grade point average calculation and will determine HOPE eligibility for a student.

7. What grading scale will be used to calculate a student’s GPA?

Answer. While our district uses numeric grades (Ex. 88, 92, 95, etc.), GSFC will convert these grades to a 4.0 scale.

Resource for additional information in our school district and on the Georgia Student Finance Commission website: www.gsfc.org/HOPE/index.cfm -- For the most current and complete information on HOPE, please use the preceding comprehensive website for the Georgia Student Finance Commission.

More Information About the HOPE Scholarship

HOPE Program

Georgia’s HOPE Program helps students in several ways: • **Scholarships** for students in degree programs at public and private colleges and universities, • **Grants** for students enrolled in certificate or diploma programs at public colleges or technical colleges, and • **General Education Development (GED)** awards for high school equivalency certificate recipients who are entering college. This information and much more can be found at GACollege411.org,

HOPE Scholarship

Scholarship Award Amounts

At a public institution, the HOPE Scholarship award amount covers tuition, HOPE-approved mandatory fees, and a book allowance of up to \$300 per academic year. At a private college or university, you may receive a HOPE Scholarship award of \$3,000 per academic year if you are a fulltime student (12 hours). If you enroll as a half-time student (6-11 hours), you may receive an award of \$1,500 per academic year. Full-time students attending eligible private colleges also may be eligible for a Georgia Tuition Equalization Grant; check with the school financial aid office or GACollege411.org for additional information.

Eligibility

To be eligible as an entering freshman, you must have or meet the following qualifications: • Be a U.S. citizen or meet the eligible non-citizen requirements. • Meet HOPE’s Georgia residency requirements. • Meet the Selective Service registration requirements. • Be a 1993 or later graduate of an eligible high school if you plan to attend a public college, university, or technical college. • Be a 1996 or later graduate of an eligible high school if you plan to attend a private college or university. • Beginning May 1, 2007, **all students entering college must earn a 3.0 cumulative grade point average on a 4.0 scale for all core curriculum coursework for the high school diploma.** All core curriculum coursework attempted in the student’s high school career (grades 9-12) will be counted toward the HOPE Scholarship cumulative grade point average, and numeric grades will be converted to the 4.0 scale. If you meet eligibility requirements, you may receive first-year HOPE Scholarship assistance for the first 30 semester hours or 45 quarter hours attempted or until the 1st Spring checkpoint at any eligible Georgia public or private college, university or public technical college. Graduates of Georgia high schools that are not certified by statute may retroactively receive the HOPE Scholarship for the first 30 semester hours or 45 quarter hours attempted at any eligible Georgia public or private college, university or public technical college, if they have earned a 3.0 grade point average.

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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, HOPE Grant, and Accel Program 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

HOPE Grant

Grant Award Amounts

The HOPE Grant covers tuition, HOPE-approved mandatory fees, and a book allowance of up to \$300 per academic year.

Eligibility

Georgia residents meeting HOPE's citizenship requirements and who are attending a Georgia public technical college or public college or university and enrolled in a certificate or diploma program are eligible for HOPE assistance regardless of high school graduation dates or grade point averages. Full-time enrollment is not required. You must be making Satisfactory Academic Progress according to the college's policy to maintain eligibility, but a 3.0 cumulative grade point average is not required.

Grant Award Limits

A student may receive the HOPE Grant for up to 63 semester hours (95 quarter hours) of study. However, any previous coursework for which you have received HOPE Scholarship and/or Accel payments will count toward the lifetime award limit of 127 semester hours (190 quarter hours) and will reduce the number of HOPE Grant hours for which you can receive assistance. *NOTE: Certificate programs offered through Continuing Education Departments do not qualify for HOPE assistance.*

Apply for the HOPE Grant—Spring of senior year, please complete Free Application for Federal Student Aid.

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 new 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

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

Regional Universities

Georgia Southern, Valdosta State

- 16 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

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

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Two-Year Colleges

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

- 16 Core Units are required.

Technical Colleges

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

- 14 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).

ACCEL PROGRAM

The purpose of the ACCEL Program is to provide Georgia high school students with the opportunity to earn college degree-level credit hours, as they simultaneously are enrolled in high school and college and meet their high school graduation requirements. The ACCEL Program is funded by the Georgia Lottery for Education and administered by the Georgia Student Finance Commission. The program is designed to provide participating high school students with financial assistance toward the cost of postsecondary coursework. In order to be eligible for ACCEL funds, a student must be enrolled for college degree-level courses.

The ACCEL Program is attractive to ambitious students who want to get a head start on college. Careful consideration should be taken before a decision is made to participate in the ACCEL Program. Colleges and universities require an SAT or ACT score plus an earned cumulative grade point average. Also, a student must have completed all of the academic requirements of the 10th grade and be classified as an 11th grader or 12th grader. Students must go through an advisement process with the school counselor and be approved for both the student's high school and postsecondary institution to be a dual credit student. Also, the student must abide by the rules of both the high school and the postsecondary institution as well as abide by the Paulding County School District Board Policy, IDCH, Joint Enrollment Programs. ***(Please note: college courses will not receive honors or Advanced Placement weight for the calculation of the GPA).***

Technical colleges also participate in dual enrollment programs and a student earns post secondary and Carnegie unit credit. To be considered for the technical school dual enrollment programs, students must complete the ASSEST test, which is a 90-minute placement test consisting of English, math, and reading.

Students interested in ACCEL need to begin talking with their school counselor during the fall of the sophomore year of high school!

PERSONAL/SOCIAL DEVELOPMENT

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 video 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.

APPENDIX

Websites for the 21st Century Graduate

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.todaymilitary.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.qsfc.org> provides complete HOPE program eligibility requirements and provides answers to questions about this program.

| Month | Freshmen | Sophomores | Juniors | Seniors |
|-----------|---|--|--|--|
| August | Counselor Introduction | Counselor Introduction | Counselor Introduction | Counselor Introduction |
| September | Career Exploration and Planning | Career Exploration and Planning | Classroom Guidance for Advisement | "Senior Survival" Post Secondary Information |
| October | | | Advisement 3-Year Plan | |
| November | | | | |
| December | | | | |
| January | | Advisement Night | Financial Aid Planning Night | Financial Aid Planning Night |
| February | Advisement and Registration are Finalized. | Advisement and Registration are Finalized. | Advisement and Registration are Finalized. | |
| March | Advisement 6 Year Plan which incorporates Career Planning | | Parent Night | |
| April | | | "Preparing for 12" | |
| May | | | | |

Creating a Successful Transition from Middle School to High School 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 camp 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 keeping 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 or technical college.
- 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.

Success in postsecondary decision-making requires that certain tasks be performed at specific times during the high school years. You can reduce the anxiety associated with these responsibilities and exercise personal control over the entire process by working according to the following timeline.

Freshman courses, grades, and credits all become part of the student’s transcript. In addition, freshman activities, honors, and awards can all be listed on postsecondary and scholarship applications.

Your freshman checklist:

| | |
|--------------------------|---|
| <input type="checkbox"/> | Establish a good attendance record. Attend classes every day! |
| <input type="checkbox"/> | Develop a serious attitude toward your studies. Be organized and keep up with your assignments.
Your GPA counts! |
| <input type="checkbox"/> | Develop good study habits. Study nightly and stay focused. It is critical that you establish good study habits from the beginning. If you find yourself struggling with one or more of your studies, consult with your teacher(s). Then, check with the counselor in the counseling office. |
| <input type="checkbox"/> | Set personal goals for academic achievement and ensure you are working toward your goals. |
| <input type="checkbox"/> | Plan ahead for major project deadlines. |
| <input type="checkbox"/> | Stay balanced. Select extra-curricular activities and GET INVOLVED! |
| <input type="checkbox"/> | Attend your Freshman advisement appointment along with your parent(s) to complete your four-year-plan. Carefully consider your course choices. |
| <input type="checkbox"/> | Use post-secondary materials available to you. Utilize www.GAcollege.411.org . Also, utilize the career materials available in the counseling office. |
| <input type="checkbox"/> | Visit with people employed in your occupational interest area(s). |
| <input type="checkbox"/> | Do your best on all End of Course Tests. |
| <input type="checkbox"/> | Start a portfolio of your high school activities, honors, awards, leadership positions, employment, volunteer work, community activities, etc. Keep a list and include everything! If you have a home computer, start an “Activities and Awards” file and update it once a year. |
| <input type="checkbox"/> | Keep copies of all report cards, transcripts, registration forms, etc. |
| <input type="checkbox"/> | Remember, the counselors in the counseling office are available to help you. Contact your counselor regarding your concerns. |
| <input type="checkbox"/> | Read as much and as widely as you can during the summer. Set aside some time for reading every day. |
| <input type="checkbox"/> | Have a safe summer! |
| | Notes: |

The tenth grade year should be a year of academic growth. In addition to working hard in school and being involved in activities, sophomore students should be identifying personal abilities, aptitudes, and interests as well as developing their skills and talents.

Your sophomore checklist:

| | |
|--------------------------|---|
| <input type="checkbox"/> | Continue a good attendance record. |
| <input type="checkbox"/> | Continue to concentrate on academic preparation and to develop strong reading and math skills. School is your profession. Your GPA counts! |
| <input type="checkbox"/> | Continue to study nightly and stay focused. |
| <input type="checkbox"/> | Set personal goals for academic achievement and ensure you are working toward your goals. |
| <input type="checkbox"/> | Take the PSAT test, doing your best. |
| <input type="checkbox"/> | Plan ahead for major project deadlines. |
| <input type="checkbox"/> | Continue with extra-curricular activities. Learn all you can from these experiences by identifying your personal abilities, aptitudes and interests. |
| <input type="checkbox"/> | Check with counselors on dates and locations for PROBE Fairs. Talk with military, technical school and college representatives at the fair. |
| <input type="checkbox"/> | Attend your sophomore Center Advisement Night along with your parents. If you or your parents have questions, make a follow-up appointment with your counselor. |
| <input type="checkbox"/> | Continue to use post-secondary materials available to you. Utilize www.GAcollege.411.org . Also, utilize the career materials available in the counseling office. Familiarize yourself with the Georgia Career Information System. |
| <input type="checkbox"/> | Learn the similarities and differences among universities, two and four-year colleges, and technical schools. Think about your career interests in relation to these schools. |
| <input type="checkbox"/> | Continue to visit with people employed in your occupational interest area(s). |
| <input type="checkbox"/> | Analyze your PSAT score, looking for areas of strength and concern. |
| <input type="checkbox"/> | Take the ASSET test if you are interested in dual enrollment courses with Chattahoochee Technical College. |
| <input type="checkbox"/> | Keep adding to your portfolio of your high school activities, honors, awards, leadership positions, employment, volunteer work, community activities, etc. Keep a list and include everything! If you have a home computer, start an "Activities and Awards" file and update it once a year. |
| <input type="checkbox"/> | Keep copies of all report cards, transcripts, registration forms, etc. |
| <input type="checkbox"/> | Remember, the counselors in the counseling office are available to help you. Contact your counselor regarding your concerns. |
| <input type="checkbox"/> | Read as much and as widely as you can during the summer. Set aside some time for reading every day. Enrich yourself! Talk with older students who are home for the summer. |
| <input type="checkbox"/> | Once again, have a safe summer! |
| | |
| | Notes: |

The eleventh grade year is one in which the post secondary process begins. It is a very important year! If you follow the timeline below, you will experience a smooth transition into your senior year.

Your junior year checklist:

| Month | | Things to do: |
|-----------|--------------------------|---|
| August | <input type="checkbox"/> | Continue to concentrate on academic preparation. Your GPA counts! It is the GPA at the end of the junior year that you use for college applications in the fall. |
| | <input type="checkbox"/> | Continue to study nightly and stay focused. |
| | <input type="checkbox"/> | Set personal goals for academic achievement and ensure you are working toward your goals. |
| September | <input type="checkbox"/> | Identify college and/or technical schools in which you are interested. Use the www.GAcolllege.411.org website. |
| | <input type="checkbox"/> | Plan ahead for major project deadlines. |
| | <input type="checkbox"/> | Continue with extra-curricular activities. Learn all you can from these experiences by identifying your personal abilities, aptitudes and interests. |
| | <input type="checkbox"/> | Review the PSAT/NMSQT bulletin and determine if you are going to take the PSAT this year. Seek help from your counselor, if you have questions. This test is needed to qualify for National Merit Scholarships for the senior year. |
| October | <input type="checkbox"/> | Take the Georgia High School Graduation Writing test. |
| | <input type="checkbox"/> | Check with counselors on dates and locations for PROBE Fairs. Talk with military, technical school and college representatives at the fair. |
| | <input type="checkbox"/> | Take PSAT (optional). |
| | <input type="checkbox"/> | Attend your junior arena advisement appointment with your parent(s) . Carefully consider your course choices and career goals. If you have questions, make a follow-up appointment with your counselor. |
| November | <input type="checkbox"/> | Review requirements for joint enrollment/post-secondary options. |
| December | <input type="checkbox"/> | If you took the PSAT, review scores with your counselor. |
| | <input type="checkbox"/> | Obtain testing schedule for SAT I, SAT II, ACT. |
| | <input type="checkbox"/> | Consider taking the Armed Services Vocational Aptitude Battery (ASVAB) which provides career information. |
| | <input type="checkbox"/> | Continue to visit with people employed in your occupational interest area(s). |
| January | <input type="checkbox"/> | Seriously think about your post-secondary plans. |
| | <input type="checkbox"/> | Take the ASSET test (required for dual enrollment courses with CTC). |
| February | <input type="checkbox"/> | Assemble your list of colleges/technical/specialty schools. Contact military recruiters, if appropriate. |
| | <input type="checkbox"/> | Register for senior classes during registration/advisement make careful course selections. |
| March | <input type="checkbox"/> | Take the Georgia High School Graduation Test. |
| | <input type="checkbox"/> | Register for the SAT I, SAT II, and/or the ACT. |
| April | <input type="checkbox"/> | Keep your portfolio updated and continue to keep copies of all report cards, transcripts, registration forms, etc. |
| | <input type="checkbox"/> | Begin exploring scholarship opportunities. |
| May | <input type="checkbox"/> | Take Advanced Placement exams, if appropriate. |
| | <input type="checkbox"/> | Mail NCAA eligibility, if appropriate. |
| | <input type="checkbox"/> | Take the SAT I, SAT II, ACT, if needed. |
| | <input type="checkbox"/> | Remember, the counselors in the counseling office are available to help you. Contact your counselor regarding your concerns. |
| June | <input type="checkbox"/> | Take SAT I, SAT II, or ACT, if you did not take in May. |
| | <input type="checkbox"/> | Make campus visits to technical schools and/or colleges. |
| | <input type="checkbox"/> | Begin working on college applications. |
| | <input type="checkbox"/> | Visit universities, colleges and technical schools and select five. Once again, have a safe summer! |

The twelfth grade year begins with thinking of the final steps to be made to make a choice from the post-secondary plans you have made. You must start final selection and financial aid early.

Your junior year checklist:

| Month | | Things to do: |
|-----------|--------------------------|--|
| August | <input type="checkbox"/> | Continue to concentrate on academic preparation. Your GPA counts! |
| | <input type="checkbox"/> | Finalize your resume. Think about who you will ask to write your letters of recommendation. |
| | <input type="checkbox"/> | Organize a calendar with important dates and deadlines.
Make certain that you target early decision deadlines of schools in which you are interested. |
| | <input type="checkbox"/> | Obtain testing schedule for SAT I, SATII, ACT. |
| September | <input type="checkbox"/> | Identify the colleges and/or technical schools in which you are interested.
Use the www.GAcollge.411.org website for online application in the state of Georgia.
Obtain additional applications and admission procedures from the counseling office. |
| | <input type="checkbox"/> | Listen, listen, listen to your counselor as he/she makes the "Senior Survival" presentation during classroom guidance. |
| | <input type="checkbox"/> | Seek scholarships that will provide you financial support. |
| | <input type="checkbox"/> | Register for the SAT I, SAT II, ACT. |
| October | <input type="checkbox"/> | Apply to schools with early admission application deadlines. Be certain to request that a six semester transcript be sent from the counseling office. |
| | <input type="checkbox"/> | Check with counselors on dates and locations for PROBE Fairs. Talk with military, technical school and college representatives at the fair. |
| | <input type="checkbox"/> | Mail ROTC and military academy applications, if applicable. |
| | <input type="checkbox"/> | Register and take the ASSET. This test is needed for technical schools. |
| | <input type="checkbox"/> | Take the SAT I, SAT II, ACT, if needed. |
| | <input type="checkbox"/> | Ask teacher(s) to write and submit letters of recommendation. |
| November | <input type="checkbox"/> | Write a letter or send an email to the Financial Aid offices of the school you are interested in, requesting information about financial aid and scholarships. |
| December | <input type="checkbox"/> | Keep a file of all correspondence--emails and/or regular mail. |
| | <input type="checkbox"/> | Continue to visit with people employed in your occupational interest area(s). |
| January | <input type="checkbox"/> | Attend Financial Aid night with your parent. |
| | <input type="checkbox"/> | Complete the Free Application for Federal Student Aid. You will need help from your parent. |
| February | <input type="checkbox"/> | Double check NCAA Clearinghouse certification applications, if you intend to participate in college athletics. |
| March | <input type="checkbox"/> | Still undecided about the future, make an appointment with your counselor. |
| April | <input type="checkbox"/> | Begin studying for the Advanced Placement exams, if appropriate. |
| May | <input type="checkbox"/> | Take Advanced Placement exams, if appropriate. |
| | <input type="checkbox"/> | Attend awards night(s) and graduation. |
| | <input type="checkbox"/> | Remember to thank the school personnel who have helped you. |
| | <input type="checkbox"/> | Remember to thank your parents who have supported you. |
| | <input type="checkbox"/> | Request a final high school transcript be sent to the university, college, or technical school. |
| | <input type="checkbox"/> | Register for summer orientation programs at the school you will attend in the fall. |
| | <input type="checkbox"/> | YOU ARE ON YOUR WAY! |