

# Mission Possible: Graduation and Beyond



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

## ***Supports BRIDGE Advisement Mandates***



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

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## GETTING STARTED & MAKING CHOICES

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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 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, teachers, and administrators.

This handbook along is designed to assist the student and parent in making the high school experience both informative and successful. The information outlines graduation requirements, including course requirements for the high school diploma as well as required testing. Additionally, it provides valuable guidance in curriculum choices. Students and parents need to use this information while working closely with school personnel to complete a Graduation Plan, finalized the spring semester of the eighth-grade year and reviewed annually. This plan includes all four years of high school and includes career decisions and goals after high school.

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

The transition process into high school has already begun. The sixth, seventh, and eighth grade teachers, counselors, and administrators have been preparing students for this important step. Advisement opportunities centered on career exploration using You Science and district created advisement lessons have been experienced by all middle school students. YouScience Snapshot, an ability and interest inventory, is taken by middle school students and the results are reviewed and impact the student's Graduation Plan. In addition, eighth grade students have experienced classroom guidance from the high school counselors regarding the high school experience and course offerings. Each middle school offers a graduation plan and course request presentation and work session opportunity during 1<sup>st</sup> or early 2<sup>nd</sup> semester. Each high school has an 8<sup>th</sup> Grade Parent Night during the spring semester. Counselors and administrators 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.

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.

**Let the journey begin and welcome to high school!**



## ADVISEMENT FOR HIGH SCHOOL

Counselors are here to provide advisement in three main areas: Academic, Career, and Social/Emotional. The advisement provided in these areas is accomplished and monitored by both state requirements and local requirements. At the state level, The BRIDGE (Building Resourceful Individuals to Develop Georgia’s Economy) Act was signed into law in 2010, and was meant to provide 6<sup>th</sup> through 12<sup>th</sup> grade students with regular career counseling and advisement that may not be included in other classroom instruction. This law has been updated several times since 2010 and mandates that our schools conduct certain activities that will help our students to meet that goal. At the middle school level, these activities included taking a career cluster survey, exploring careers, and completing an individual high school graduation plan. At the high school level, further career exploration, taking a ability and interest inventory (You Science), updating graduation plans yearly, and notifying students of dual enrollment opportunities are all included in the BRIDGE law. Providing parent nights for our 6<sup>th</sup> to 12<sup>th</sup> grade students each year is another way that we inform our students and parents of these requirements. A complete list of the tasks for the BRIDGE Bill that your student(s) will complete are listed below:

| High School Task | Grade Level and Task # | Career Advisement Processes  | School Staff Responsible to Verify Responses |
|------------------|------------------------|--|--|
| 9                | 9-1                    | 9 <sup>th</sup> graders will explore at least three (3) Careers / Occupations and save the results in their electronic career profile.   | School Counselors / Advisors                 |
| 10               | 9-2                    | 9 <sup>th</sup> graders will annually review and revise, <b>if necessary</b> , their Individual Graduation Plan/Program of Study.  | School Counselors / Advisors                 |
| 11               | 9-3                    | 9 <sup>th</sup> graders will receive notification of the Georgia Dual Enrollment program information by February 1 each year (flyers, website, e-blast, etc.).   | School Counselors / Advisors                 |
| 12               | 10-1                   | 10 <sup>th</sup> graders will complete a career interest and aptitude inventory.   | School Counselors / Advisors                 |
| 13               | 10-2                   | 10 <sup>th</sup> graders will annually review and revise, <b>if necessary</b> , their Individual Graduation Plan/Program of Study.   | School Counselors / Advisors                 |
| 14               | 10-3                   | 10 <sup>th</sup> graders will receive notification of the Georgia Dual Enrollment program information by February 1 each year (flyers, website, e-blast, etc.).  | School Counselors / Advisors                 |
| 15               | 11-1                   | 11 <sup>th</sup> graders will save three possible choices of postsecondary options in their career profile.  | School Counselors / Advisors                 |
| 16               | 11-2                   | 11 <sup>th</sup> graders will annually review and revise, <b>if necessary</b> , their Individual Graduation Plan/Program of Study.   | School Counselors / Advisors                 |
| 17               | 11-3                   | 11 <sup>th</sup> graders will research at least one additional <b>state or local workforce development initiative</b> , such as “High Demand Careers Initiative,” “HOPE Career Grant,” “Specialized Training Centers” or any other Georgia workforce and education initiative. | School Counselors / Advisors                 |
| 18               | 11-4                   | 11 <sup>th</sup> graders will receive notification of the Georgia Dual Enrollment program information by February 1 each year (flyers, website, e-blast, etc.).  | School Counselors / Advisors                 |
| 19               | 12-1                   | 12 <sup>th</sup> graders will complete “Next Step” information as saved to their electronic career portfolio: 4-year institution, 2-year institution, apprenticeship, military, technical college, special purpose (vocational) school or workforce.                           | School Counselors / Advisors                 |

**Source:** [https://www.gadoe.org/Technology-Services/Enterprise-Systems-and-Applications/SLDS/Documents/BRIDGE\\_Checklist\\_FY21.pdf](https://www.gadoe.org/Technology-Services/Enterprise-Systems-and-Applications/SLDS/Documents/BRIDGE_Checklist_FY21.pdf)

At the local level, the MATS (Mentoring, Advising, and Teaching Students) lessons were created by our counselors and administrators in an effort to provide additional guidance to our students that is needed for 6<sup>th</sup> through 12<sup>th</sup> grade that the BRIDGE law did not cover. These lessons are conducted once a month to our students in all PCSD schools on a variety of topics ranging from personal/social development to how to read a transcript. With the utilization of MATS and BRIDGE advisements, our students receive a wholistic education that focuses on the overall development of the individual.

# GRADUATION AND PROMOTION REQUIREMENTS



## Graduation Requirements/Plan of Study

For each school year, there is one set of graduation requirements/plan of study that leads to a high school diploma in Georgia. These minimum requirements are explained by the Georgia Department of Education in their IHF(6) policy, and districts can add to these requirements if they choose to do so. The Paulding County School District's graduation requirements are the same as the state's requirements. The chart below lists how many units of credit are needed in each course area to complete the graduation requirements and earn a high school diploma.

| High School Diploma Requirements   |                 |  |
|--|-----------------|--|
| Areas of Study   | Units of Credit | Additional Information   |
| English/Language Arts ***  | 4 units         | <u>9<sup>th</sup> Literature</u> and <u>American Literature</u> are required courses that everyone must take.  |
| Mathematics ***  | 4 units         | Math requirements can be complicated, so review IHF(6) for the details. Most students will be required to take <u>GSE Algebra I</u> , <u>GSE Geometry</u> , and <u>GSE Algebra II</u> before taking an additional math course.   |
| Science ***  | 4 units         | Every student must take <u>Biology</u> , <u>one unit of either Physical Science or Physics</u> , and <u>one unit of either Chemistry, Earth Systems, Environmental Science or an AP course</u> . There are many 4 <sup>th</sup> science options to choose from, students must take a 4 <sup>th</sup> science course to graduate. |
| Social Studies ***   | 3 units         | Every student must take <u>World History, U.S. History, Government, and Economics</u> . World Geography is considered an elective and is highly encouraged.  |
| Health and Physical Education  | 1 unit          | Every student must take <u>Health</u> and <u>Personal Fitness</u> unless they earn three or more credits in JROTC. Health and Personal Fitness are specific classes and general PE or weight training do not count in this category.   |
| CTAE and/or World Language and/or Fine Arts<br>Student is <u>encouraged</u> to complete a pathway (3 courses) in one of the above areas.   | 3 units         | 2 Credits of the same foreign language is required for admission to colleges and universities. (Example: Spanish I and Spanish II or French I and French II)   |
| General Electives  | 4 units         | Includes academic, CTAE, Fine Arts, PE and any other courses taken outside of the above requirements.  |
| <b>Total Units Required for Graduation</b>   | <b>23 units</b> |  |
| <p>***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.</p> <p><b>NOTE:</b> Students with an <b>IEP</b> may have slightly different classes that can count towards graduation.</p> |                 |  |

State Graduation Policy IHF(6) can be found here:

- <https://www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/SBOE%20Rules/160-4-2-.48.pdf>



Parents and students face a steep learning curve going from middle to high school, but there are tools available to help them in this transition. The below is a list of tools that can be of assistance:

### **Suggestions for Parents Transitioning to High School:**

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

### **Promotion & Retention:**

- Unlike middle school, students do not get “promoted” to the next grade level each year. At the high school, the student's grade level is entirely dependent upon how many credits they have.
  - 5 Credits = 10<sup>th</sup> Grade (Sophomore)
  - 11 Credits= 11<sup>th</sup> Grade (Junior)
  - 17 Credits or more= 12<sup>th</sup> Grade (Senior)

### **Athletic 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 (GHSAA). 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 2.5 units worth of courses. Second-year students must have accumulated five (5) total Carnegie units in the first year, and passed at least 2.5 units of credit during the previous semester.
- According to GHSAA rules, students must reside in the local school's attendance area as established by the Board of Education. Students attending a school outside their home school's attendance zone must sit out for one year before becoming eligible.
- Please note: A student can have no more than five unexcused absences in the prior semester in order to participate in extra-curricular activities.
- Any questions regarding eligibility can be directed to your schools Athletic Director.
- The GHSAA constitution has all of eligibility rules listed in it and can be found here: <https://www.ghsa.net/constitution>

## **Infinite Campus Viewer:**

- Both parents and students can monitor academic progress, check for missing assignments, and review attendance information through the Infinite Campus Viewer/Portal. 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/Portal 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.

## **Infinite Campus Portal for Students**

- This is a way that students can log in to Infinite Campus, our network, and to Canvas.
  - Account/User Name: Student Number
  - Password: First Time Only= Password provided by Technology Specialist or Media Specialist as Needed.
  - User Name and Password are the same for the student to login to the network, the Infinite Campus portal, and Canvas.
  - Go to [www.paulding.k12.ga.us](http://www.paulding.k12.ga.us) and then go to “Student Dashboard” to find these options:
    - Direct Link: <https://www.paulding.k12.ga.us/site/default.aspx?PageID=38482>

## **HOPE Scholarship:**

- The HOPE scholarship is a unique opportunity for Georgia high school students. Because the State continues to toughen the standards and requirements for obtaining this scholarship, parents and students should check Georgia Student Finance Commission’s website often for the most current information.  
<https://www.gafutures.org/hope-state-aid-programs/>
- Every student must have his/her legal name, social security number, and correct birth date to be eligible for the HOPE Scholarship. Students should continually monitor the HOPE GPA approximately 30 days after the close of each semester.
- Our district website has information and videos that explain HOPE in detail here:  
<https://www.paulding.k12.ga.us/Page/38566>

## **GAfutures**

- [www.GAfutures.org](http://www.GAfutures.org) is an online, interactive tool that supports students with College Applications in Georgia, College Searches, Financial Aid, FAFSA and Financial Literacy, Dual Enrollment Applications, Scholarship Searches, and sending Transcripts.
- Students may continually monitor their HOPE GPA by logging into their My GAfutures account.

## **Advisement**

- Parents/guardians as well as student may review important documents regarding advisement that include power points and advisement checklists on the Counseling Information district website.  
<https://www.paulding.k12.ga.us/counseling>



## IMPORTANT DEFINITIONS

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**Block Schedule:** The schedule at the high school is very different from that at the middle school in that each student has four classes in the fall and four classes in the spring. Once the four classes in the fall are completed, then the students go to four different classes in the spring, earning a potential of 8.0 credits in an academic year.

**Carnegie Unit:** High school courses are set as 1 segment of the day with the course earning 1.0 credit upon completion at the end of the semester. There are a few high school courses that are taught over nine weeks and earn ½ credit. These courses are paired with another high school course in which ½ credit is earned. High school students are on a 4 x 4 block schedule and 8 credits are earned at the end of each academic year. High school courses taught at the middle school level also have a credit awarded. However, the full credit is awarded at the end of the year when the course is completed. To earn a Carnegie Unit the student must pass the course with a 70 or above.

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

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

**Dual Enrollment:** This program provides students the opportunity to be “dual credit enrolled”. This means a Dual Enrollment student is enrolled at the high school as well as the college or technical college. In this program a high school student may be part time or full time at the postsecondary school. This option is available for all 11<sup>th</sup> and 12<sup>th</sup> graders, with a few options for qualifying 10<sup>th</sup> graders. Visit the link below for information on Dual Enrollment:  
<https://www.paulding.k12.ga.us/Page/38559>

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

**End-of-Course Milestones Tests:** End-of-Course assessments are mandated for GSE Algebra, Biology, American Literature, and U.S. History. Student’s scores will count as a percentage determined by the State Department of Education and will be the final exams for the courses. These tests are also used if a student opts to test-out of any of the EOC courses. See Test-out section for more information.

- For current information regarding EOC’s weights, please visit the DOE EOC page at <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/EOCT.aspx>

**Embedded Course:** An embedded course allows the student to take one class and earn credit in that class AND an additional class as it meets the standards for this additional course. So basically, if the student passes one course with an embedded credit they will earn 2.0 credits. There are only two courses that are taught in the Paulding County School District that meet this qualification:

- Essentials of Healthcare (25.44000): This is a CTAE course that meets the 4<sup>th</sup> science requirement for high school graduation. In addition to the Essentials of Healthcare course, students who pass the course will also receive a Human Anatomy and Physiology (26.07300) course on their transcript.
- Dramatic Writing (52.09200): This is an academic (English) elective. Students who pass this course will also receive a Advanced Comp (23.03400) credit that meets the 4<sup>th</sup> English requirement for graduation.

**Grading Period:** The high school grading period is 18 weeks or one semester. Thus, the fall semester grading period begins in August and continues to build until the end of the first semester. Then, the spring semester grading period begins in January and continues until the end of school. Full credit courses at the high school receive credit at the close of 1<sup>st</sup> semester and at the close of 2<sup>nd</sup> semester. Only classes which receive ½ credit in nine weeks (i.e. economics, government, personal fitness, health) will be completed at the close of the nine weeks. However, the grades for the two ½ credit courses are posted to transcript in either January or June along with full-credit high school courses. High school courses taken during 8<sup>th</sup> grade are posted to transcript in June at the completion of the course.

**Grading Scale:** The High School grading scale is the same as the middle school:

- 90-100: A
- 80-89: B
- 70-79: C
- Below a 70: F

**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.

**MYAP Tool:** The Multi-Year Academic Planning tool (MYAP) is a process that helps students develop and plan their academic path for their entire high school career. This tool in Infinite Campus is the method used for the student to update his/her Individual Graduation Plan (IGP).

**PSAT:** Usually, the PSAT assessment is given in mid-October to all 10<sup>th</sup> grade students in the state of Georgia. Eleventh grade students take this test to meet qualifications for the National Merit Scholarship. This is a different assessment than the PSAT 8/9 which is given to 8<sup>th</sup> grade students.

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

- Example 1: You must pass GSE Algebra I before you are allowed to move on to GSE Geometry.
- Example 2: You must pass French I before you are allowed to move on to French II.

**Transcript:** A written permanent record of a student's academic progress toward a diploma. Once courses are passed or failed, the record of the student's performance goes onto the transcript.

**Work-Based Learning:** This program is designed to provide experiences and activities that support a school to career transition. This means that students are allowed to work off campus in the business community in order to learn more about a chosen career. Students usually begin WBL when in 11<sup>th</sup> and 12<sup>th</sup> grade and must have reliable transportation to their job.

# THE HIGH SCHOOL SCHEDULE

Once students enter high school, the schedule they have is based on the course selections made on their Individual Graduation Plan. This plan is put into the My Academic Planner, called "MYAP", in Infinite Campus. A student's MYAP can be viewed at any point by students and parents and shows a rough outline of what they will take over their next four years. Each year it is updated, as courses, especially electives, will change. Elective courses change on a yearly basis and course offerings are based on teacher allotments and qualifications plus student interest. Therefore, it is very important to understand that while students will select courses that they are interested in, they are not guaranteed to get the classes that they request. With this in mind, let's review the potential course offerings each student will have available to them.

The Paulding County School District has used the Individual Graduation Plan (IGP) document as a way to record student preferences for electives and teacher recommendations for core classes for transitioning to the 9<sup>th</sup> grade. This document, seen below, is then converted into the electronic MYAP platform mentioned above and this electronic record becomes the student's Graduation Plan moving forward.

| Student:  |        | Last Name  |  | First Name   |  | M.I. |  | Year Entered High School: |  | HS: |  |
|---|--------|--|--|--|--|------|--|---------------------------|--|-----|--|
| S.1 Course Name (Use Transcript)  | Credit | S.2 9 <sup>th</sup> Grade (Circle or Write in Course)  | S.3 10 <sup>th</sup> Grade (Circle or Write in Course) | S.4 11 <sup>th</sup> Grade (Circle or Write in Course) | S.5 12 <sup>th</sup> Grade (Circle or Write in Course)                     |      |  |                           |  |     |  |
| <b>I. ENGLISH: 4 UNITS REQUIRED</b>   |        |  |  |  |  |      |  |                           |  |     |  |
| 9th Grade Lit/Comp (EOC)  |        | 8 Credits Worth of Courses are Requested.  | 8 Credits Worth of Courses are Planned.                | 8 Credits Worth of Courses are Planned.                | 8 Credits Worth of Courses are Planned.                                    |      |  |                           |  |     |  |
| World Lit/Comp  |        | 9th Grade Literature   | World Literature                                       | American Lit/Comp                                      | British Literature   |      |  |                           |  |     |  |
| American Lit/Comp (EOC)   |        | Honors 9 <sup>th</sup> Literature  | Honors World Literature                                | Hon. Am. Literature/Comp                               | Hon. British Literature  |      |  |                           |  |     |  |
| British Lit/Comp or Advanced Comp.  |        |  |  | AP Language  | Advanced Composition   |      |  |                           |  |     |  |
|   |        |  |  | Advanced Composition                                   | AP Lit./Comp   |      |  |                           |  |     |  |
|   |        | <i>Honors World Literature</i>   | <i>Honors American Lit/Comp</i>                        | <i>Honors British Literature</i>                       | <i>Advanced Composition</i>  |      |  |                           |  |     |  |
|   |        | <i>Honors 9<sup>th</sup> Lit Course credit was earned in middle school.</i>  | <i>AP Language</i>                                     |  | <i>AP Lit./Comp.</i>   |      |  |                           |  |     |  |
| <b>II. MATHEMATICS: 4 UNITS REQUIRED</b>  |        |  |  |  |  |      |  |                           |  |     |  |
| GSE Algebra I or Accelerated Course (EOC)   |        | GSE Algebra I  | GSE Geometry   | GSE Algebra II   | GSE Pre-calculus or Advanced Math Decision Making or Statistical Reasoning |      |  |                           |  |     |  |
| GSE Geom. (EOC) or Accelerated Course (EOC)   |        | <i>GSE Honors Geometry</i>   | <i>GSE Honors Algebra II</i>                           | <i>GSE Honors Pre-Calculus</i>                         | <i>AP Calculus</i>   |      |  |                           |  |     |  |
|   |        | <i>Honors GSE Algebra I credit was earned in middle school.</i>  |  |  | <i>AP Statistics</i>   |      |  |                           |  |     |  |
| GSE Algebra II or Accelerated   |        | <b>Foundations of Algebra</b>  | GSE Algebra I  | GSE Geometry   | GSE Algebra II   |      |  |                           |  |     |  |
| GSE Pre-calculus  |        | <i>ICAN assessment results are used to qualify for this course. Students are placed into course late spring for the following school year.</i> |  |  |  |      |  |                           |  |     |  |
| <b>III. SCIENCE: 4 UNITS REQUIRED</b>   |        |  |  |  |  |      |  |                           |  |     |  |
| Biology (EOC)   |        | Biology  | Chemistry  | Physics  | Forensic Science   |      |  |                           |  |     |  |
| Physical Science (EOC) or Physics   |        | Honors Biology   | Honors Chemistry                                       | Honors Physics   | Anatomy  |      |  |                           |  |     |  |
| Chemistry, Earth Systems or Environmental Science   |        |  | Physical Science                                       | Chemistry  | Zoology  |      |  |                           |  |     |  |
| 1 Additional Science  |        |  |  | Earth Systems  |  |      |  |                           |  |     |  |
| <i>(AP Courses Senior Year in: Bio./Chem./Env. Sci./Physics)</i>                            |        |  |  | Environmental Science                                  | AP   |      |  |                           |  |     |  |
|   |        |  |  | AP Chemistry   | AP Biology   |      |  |                           |  |     |  |
| <b>IV. SOCIAL STUDIES: 3 UNITS REQUIRED</b>   |        |  |  |  |  |      |  |                           |  |     |  |
| World History   |        | World Geography  | World History  | U.S. History   | Government--5 cr.  |      |  |                           |  |     |  |
| U.S. History (EOC)  |        | Honors World Geography   | Honors World History                                   | Honors U. S. Hist.                                     | Honors Govt.--5 cr.  |      |  |                           |  |     |  |
| Govt. (.5 credit) & Econ. (EOC) (.5 credit)   |        | AP Human Geography   | AP World History                                       | AP U.S. History  | AP Government (1.0 credit)   |      |  |                           |  |     |  |
|   |        |  |  |  | AP Economics (1.0 credit)  |      |  |                           |  |     |  |
| <b>V. HEALTH &amp; P.E.: 1 UNIT REQUIRED</b>  |        |  |  |  |  |      |  |                           |  |     |  |
| Health (.5 credit) Pers. Fitness (.5 credit)  |        | Health--5 cr.  | Personal Fitness--5 cr.                                |  |  |      |  |                           |  |     |  |
| <b>VI. Pathway - CYCLE/WORLD LANG./FINE ARTS: 3 UNITS REQUIRED</b>                          |        |  |  |  |  |      |  |                           |  |     |  |
| 2 units in same World Language required for college admission                               |        | #1 Pathway Course #1   | Course #2  | Course #3  |  |      |  |                           |  |     |  |
|   |        | #2 Pathway Course #1   | Course #2  | Course #3  |  |      |  |                           |  |     |  |
| <b>VII. ELECTIVES: 4 UNITS REQUIRED</b>   |        |  |  |  |  |      |  |                           |  |     |  |
| In this section list electives in priority order (1 <sup>st</sup> , 2 <sup>nd</sup> , etc.) |        | 3 <sup>rd</sup>  | 3 <sup>rd</sup>  | 3 <sup>rd</sup>  | 3 <sup>rd</sup>  |      |  |                           |  |     |  |
|   |        | 4 <sup>th</sup>  | 4 <sup>th</sup>  | 4 <sup>th</sup>  | 4 <sup>th</sup>  |      |  |                           |  |     |  |
|   |        | 5 <sup>th</sup>  | 5 <sup>th</sup>  | 5 <sup>th</sup>  | 5 <sup>th</sup>  |      |  |                           |  |     |  |
|   |        | 6 <sup>th</sup>  | 6 <sup>th</sup>  | 6 <sup>th</sup>  | 6 <sup>th</sup>  |      |  |                           |  |     |  |
| Total Units of Credit Required  | 23     |  |  |  |  |      |  |                           |  |     |  |

Revised 9/13/2018

High School-Copy 1

Parent/Student-Copy 2

## Advanced Placement & Honors Courses:

- All levels of Honors and AP courses require a parent signature on the BRIDGE Advisement document or approval on the Individual Graduation Plan in the IC Portal.

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

### General Questions to Consider:

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

- Is the student comfortable with extensive amounts of reading and writing required for each of the courses?

### **Advanced Placement Information**

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

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

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

### **Honors Course Information**

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

## **Core Academic Classes**

- **ENGLISH:** 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 9<sup>th</sup> Grade Literature/and Composition and one full credit of American Literature/Composition.
- **MATH:** 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. Mathematics placement for the upcoming ninth grade class will be based on a number of factors. Factors considered will include the most recent middle school Milestone assessments or other state-mandated standardized test scores as well as the level of performance in the mathematics class in which the student is currently enrolled. Students successfully completing GSE Honors Algebra I in eighth grade will take GSE Honors Geometry in ninth grade.
- **SCIENCE:** Science courses should be carefully selected to provide the best preparation for either future courses or technical school courses. In an ever-changing society that is becoming technologically based, more and more careers depend upon a strong background in science. Four units of science are required for the high school diploma, and all students are strongly encouraged to take more than four units to better prepare them for their careers. Students who plan to attend college should take science courses, including Honors and Advanced Placement courses, that are approved for college admissions credit by the Board of Regents. School counselors will assist students to be certain that science courses meet Board of Regents requirements.

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

### **REQUIRED ELECTIVES:**

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

### **PATHWAY/ELECTIVE CLASSES**

- All Pathway electives and Academic electives can vary from school to school.
- Completing a “Pathway” is something that is highly encouraged for all students. This means completing 3 sequential courses in a CTAE strand of courses, or completing 3 courses in Band, Chorus, Theater, or JROTC.

### **MYAP TOOL:**

- *Use the Multi-Year Academic Planner Page on the Counseling Information website to review all credit category types for high school courses in grades 9-12. Information is also included in this guide. The website link is:*
  - <https://counseling.paulding.k12.ga.us/index.php/academic/multi-year-academic-planner/>
- *A Power Point Presentation regarding the MYAP is available at this link:*
  - <https://www.paulding.k12.ga.us/cms/lib/GA01903603/Centricity/Domain/209/Introduction%20Infinate%20Campus%20Multi-Year%20Academic%20Planner%203%2014%202017.pdf>
- *This information is used for 8 credits worth of courses each school year for grades 9, 10, 11 and 12.*

## CORE CLASS SEQUENCES

All subject areas have common sequences that they follow, but it can differ school to school. The below sequences are examples of the common sequences found in the core classes, but your local school counselor will be able to assist you in the sequence that is specific to your school.

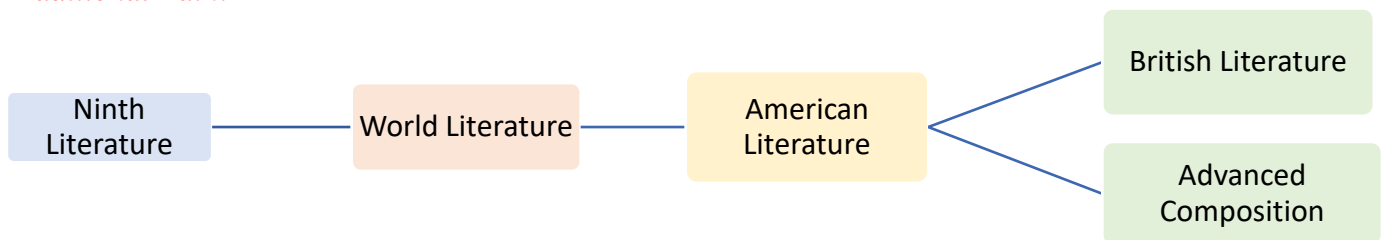
- For example: The common sequence for Social Studies is to take World Geography in 9<sup>th</sup> grade, World History in 10<sup>th</sup> grade, U.S. History in 11<sup>th</sup> grade, and Government & Econ in 12<sup>th</sup> grade. However, students can take honors, AP, and Dual Enrollment courses as well.

### English Course Sequences (Example)

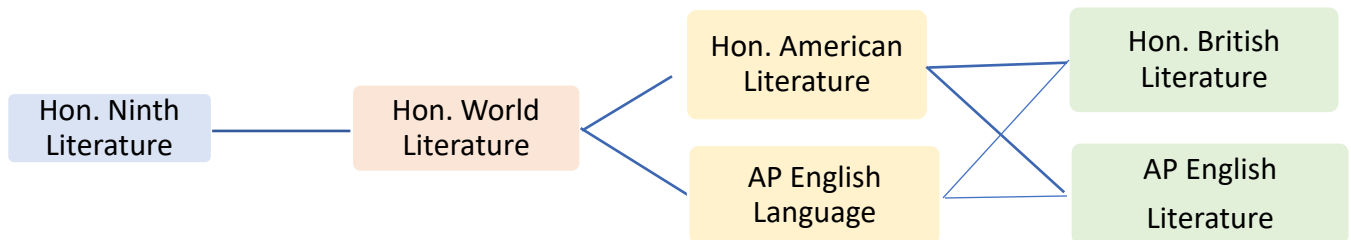
9<sup>th</sup> GRADE                      10<sup>th</sup> GRADE                      11<sup>th</sup> GRADE                      12<sup>th</sup> GRADE

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#### *Traditional Path:*



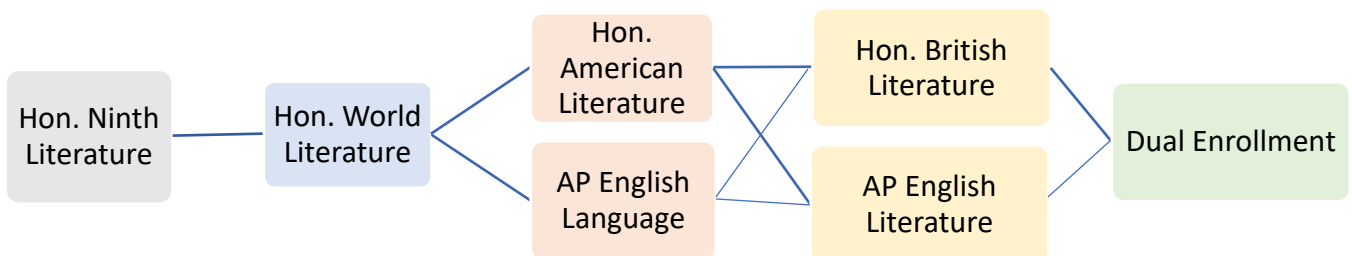
#### *Honors/AP (starting in 9<sup>th</sup>) Path:*



#### *Honors/AP (starting in 8<sup>th</sup>) Path:*

8<sup>th</sup> GRADE                      9<sup>th</sup> GRADE                      10<sup>th</sup> GRADE                      11<sup>th</sup> GRADE                      12<sup>th</sup> GRADE

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**AP Options exist but vary depending on the school schedule. Dual Enrollment is an option as well for students in 11<sup>th</sup> and 12<sup>th</sup> grade. 10<sup>th</sup> grade students wishing to take core DE classes must meet Zell Miller requirements prior to taking the course.**

## Math Course Sequences (Example)

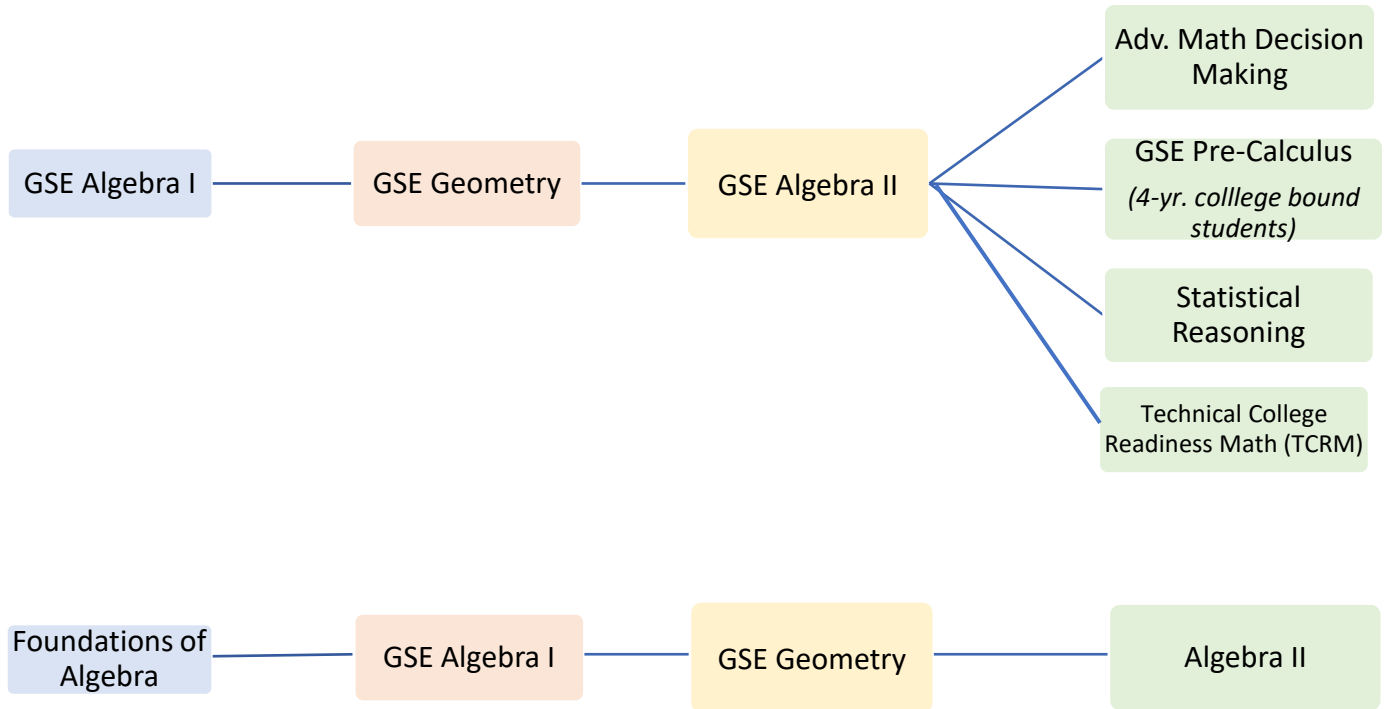
9<sup>th</sup> GRADE

10<sup>th</sup> GRADE

11<sup>th</sup> GRADE

12<sup>th</sup> GRADE

### Traditional Paths:



### Honors/AP Paths:

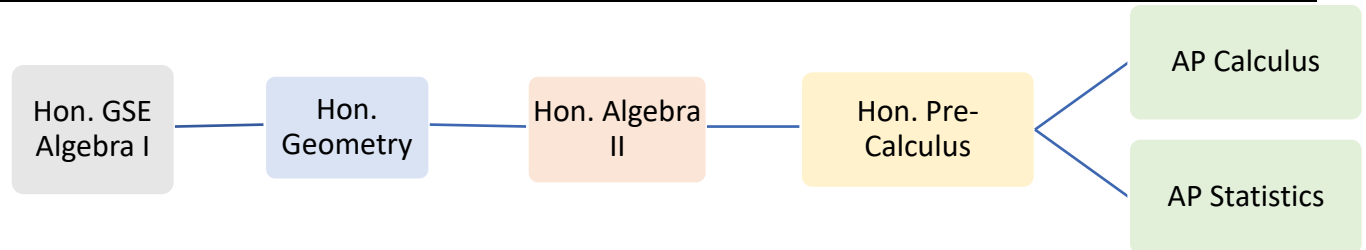
8<sup>th</sup> GRADE

9<sup>th</sup> GRADE

10<sup>th</sup> GRADE

11<sup>th</sup> GRADE

12<sup>th</sup> GRADE

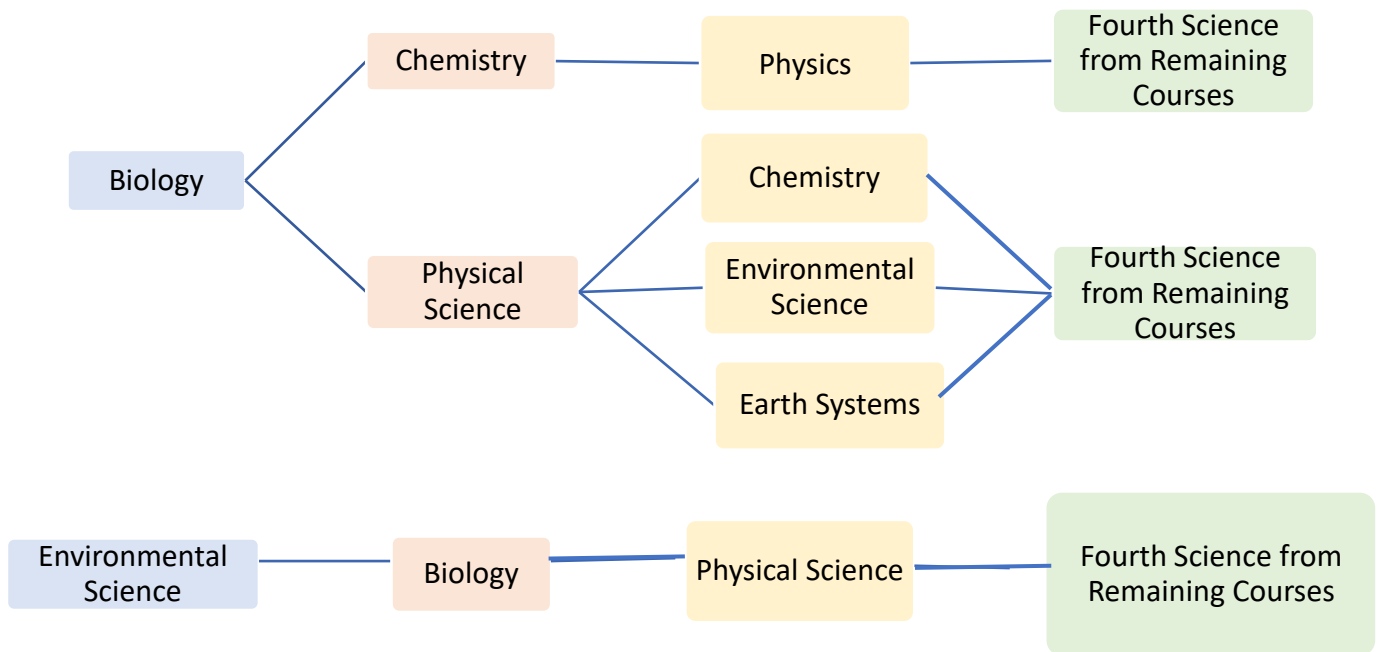


**AP Options exist but vary depending on the school schedule. Dual Enrollment is an option after completing GSE Algebra II for students in 11<sup>th</sup> and 12<sup>th</sup> grade. 10<sup>th</sup> grade students wishing to take core DE classes must meet Zell Miller requirements prior to taking the course.**

## Science Course Sequences (Example)

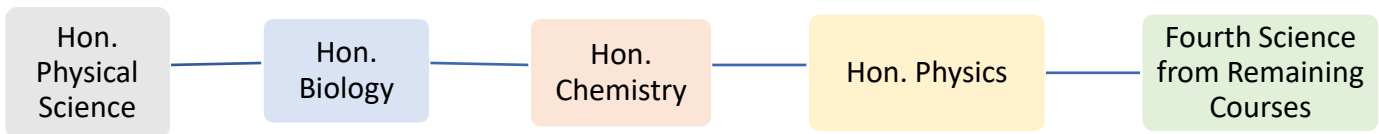
9<sup>th</sup> GRADE                      10<sup>th</sup> GRADE                      11<sup>th</sup> GRADE                      12<sup>th</sup> GRADE

### Traditional Paths:



### Honors/AP Paths:

8<sup>th</sup> GRADE                      9<sup>th</sup> GRADE                      10<sup>th</sup> GRADE                      11<sup>th</sup> GRADE                      12<sup>th</sup> GRADE



**AP Options exist but vary depending on the school schedule. Dual Enrollment is an option as well for students in 11<sup>th</sup> and 12<sup>th</sup> grade. 10<sup>th</sup> grade students wishing to take core DE classes must meet Zell Miller requirements prior to taking the course.**



## Social Studies Course Sequences (Example)

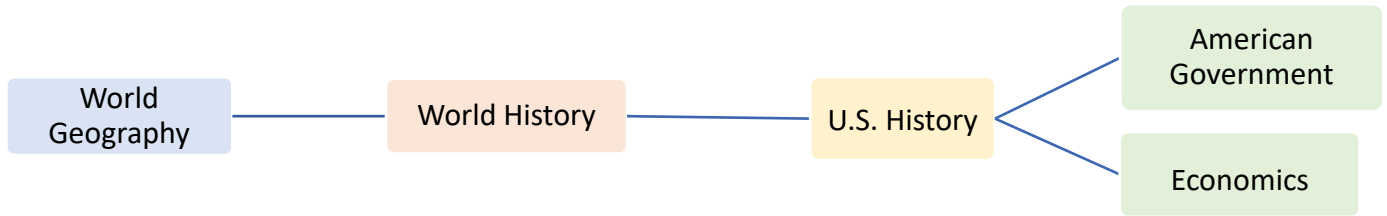
9<sup>th</sup> GRADE

10<sup>th</sup> GRADE

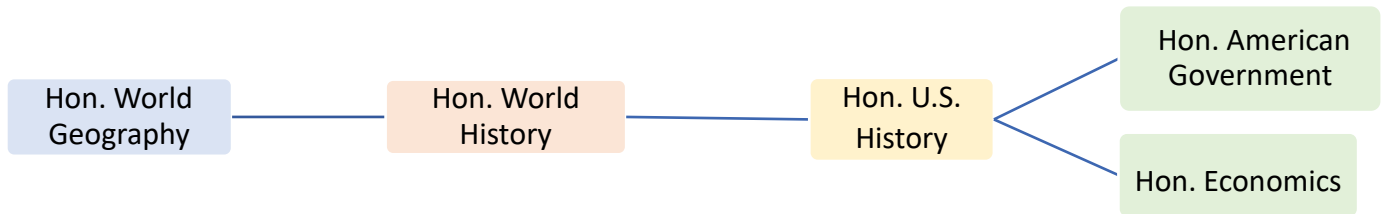
11<sup>th</sup> GRADE

12<sup>th</sup> GRADE

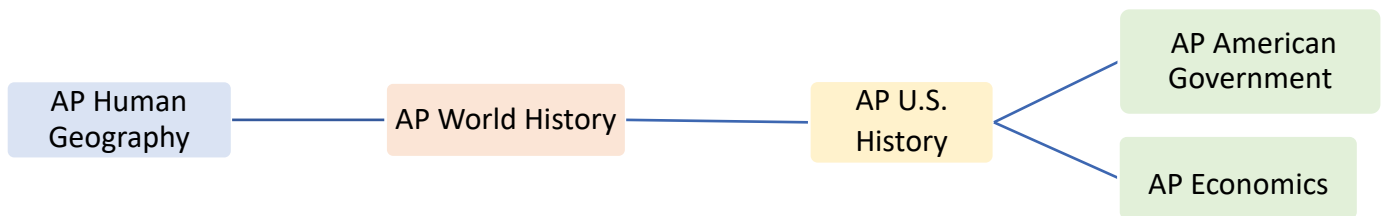
*Traditional Path:*



*Honors Path:*



*AP Path:*



**AP Options exist but vary depending on the school schedule. Dual Enrollment is an option as well for students in 11<sup>th</sup> and 12<sup>th</sup> grade. 10<sup>th</sup> grade students wishing to take core DE classes must meet Zell Miller requirements prior to taking the course.**

## MANDATORY ELECTIVES

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### **PHYSICAL EDUCATION AND HEALTH**

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

## NON-MANDATORY (ENCOURAGED) ELECTIVES

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### **WORLD LANGUAGE:**

- While not technically required to graduate, students wishing to enroll in a four-year college must have a minimum of 2 years in a sequential language. This means that you must have two courses of world language that are sequenced together.
  - Example: Spanish I and Spanish II, or French II and French III.
  - Taking Spanish I and then French I will not be accepted by most state colleges.

### **FINE ARTS COURSES:**

- **Art Comp I:**
  - Art Comp I is the prerequisite for all other art classes. Art Comp I introduces art history, art criticism, aesthetic judgement, 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.
- **Band, Chorus, & Drama:**
  - Students can take Band, Chorus, and/or Drama from 9<sup>th</sup> to 12<sup>th</sup> grade in our schools.
  - Each of these have varying levels and types of classes that differ from school to school, so be sure to contact your Band, Chorus, or Drama teacher for specifics.

## CAREER, TECHNOLOGY, AND AGRICULTURAL EDUCATION

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In House Bills 186 and 713, Georgia Legislators signed into law the 16 federal career clusters plus energy. As part of that law, elementary and middle school students receive classroom guidance from school counselors regarding the 17 clusters as well as the career pathways and their sequential courses. At the high school levels, students are given the opportunity to take specific courses and pathways based on the 17 Career Clusters. The below chart represents the CTAE courses and pathways that are offered at each high school. Like all other courses, these offerings are based on teacher certification, school resources, and student interest and can vary from year to year.

## Career Clusters and Pathways for All High Schools

| <b>1. Agriculture, Food, and Natural Resources</b>                                   |   |  |   |
|--|---|--|---|
| <b>Pathway</b>   | <b>Course 1</b>   | <b>Course 2</b>  | <b>Course 3</b>   |
| <i>Food Animal Systems</i><br>(PCHS)   | Basic Agriculture Science<br>02.4710000                     | Animal Science and<br>Biotechnology<br>02.4210000                                | Agricultural Animal Production<br>and Management<br>01.4320000                              |
| <i>Agricultural Mechanics<br/>Systems</i><br>(PCHS)                                  | Basic Agriculture Science<br>02.4710000                     | Agricultural Mechanics<br>Technology I<br>01.4210000                             | Agricultural Mechanics<br>Technology II<br>01.4220000                                       |
| <i>Plant and Landscape<br/>Systems</i><br>(NPHS)                                     | Basic Agriculture Science<br>02.4710000                     | General Horticulture and<br>Plant Science<br>01.4610000                          | Nursery & Landscape<br>01.4700000   |
| <i>Forestry/Wildlife Systems</i><br>(EPHS)   | Basic Agriculture Science<br>02.4710000                     | Forest Science<br>03.4510000   | Wildlife Management<br>03.4530000   |
| <b>2. Architecture and Construction</b>  |   |  |   |
| <i>Architectural Drawing and<br/>Design</i><br>(EPHS-NPHS)                           | Introduction to Drafting and<br>Design<br>48.5410000        | Architectural Drawing and<br>Design I<br>48.5450000                              | Architectural Drawing and<br>Design II<br>48.5460000  |
| <i>Carpentry</i><br>(NPHS-SPHS)  | Industry Fundamentals &<br>Occ. Safety<br>46.5450000        | Intro. to Construction I<br>46.5460000   | Carpentry I<br>46.5500000   |
| <b>3. Arts, A/V Technology &amp; Communications</b>                                  |   |  |   |
| <i>Audio Video Technology and<br/>Film Pathway</i><br>(HHS-NPHS-SPHS)                | 10.51810 Audio and Video<br>Technology & Film<br>10.5181000 | 10.51910 Audio Video<br>Technology and Film II<br>10.5191000                     | Technology and Film III<br>10.5201000 <b>OR</b><br>Broadcast/Video Production<br>10.5141000 |
| <i>Graphic Design</i><br>(EPHS-HHS)  | Intro to Graphics and Design<br>48.5610000                  | Graphic Design and<br>Production<br>48.5620000                                   | Advanced Graphic Design<br>48.5280000   |
| <i>Graphic Communication</i><br>(HHS)  | Intro to Graphics and Design<br>48.5610000                  | Graphic Design and<br>Production<br>48.5620000                                   | Advanced Graphic Output<br>Processes<br>48.5700000  |
| <b>4. Business Management &amp; Administration</b>                                   |   |  |   |
| <i>Business and Technology</i><br>(NPHS-PCHS-SPHS)                                   | Introduction to Business and<br>Technology<br>07.4413000    | Business and Technology<br>07.4410000  | Business Communication<br>07.4510000  |
| <i>Entrepreneurship</i><br>(HHS-NPHS)  | Introduction to Business and<br>Technology<br>07.4413000    | Legal Environment of<br>Business<br>06.4150000                                   | Entrepreneurship<br>06.4160000  |
| <b>5. Education and Training</b>   |   |  |   |
| <i>Teaching as a Profession</i><br>(NPHS-SPHS)                                       | Examining the Teaching<br>Profession<br>13.0110000          | Contemporary Issues in<br>Education<br>13.0120000                                | Teaching as a Profession<br>Practicum<br>13.0130000   |
| <b>6. Energy</b>   |   |  |   |
| <i>Energy and Power:<br/>Generation, Transmission<br/>and Distribution</i><br>(PCCA) | Foundations of Energy<br>Technologies<br>49.5370000         | Energy and Power:<br>Generation, Transmission,<br>and Distribution<br>49.5380000 | Energy Systems Applications<br>49.5390000   |
| <b>7. Finance</b>  |   |  |   |
| <i>Business Accounting</i><br>(NPHS)   | Introduction to Business &<br>Tech.<br>07.4260000           | Financial Literacy<br>07.4260000   | Principles of Accounting I<br>07.4110000  |

|   |   |   |  |
|---|---|---|--|
|   | 07.4413000                                      |   |  |
| <i>Financial Services</i><br>(HHS)  | Introduction to Business & Tech.<br>07.4413000  | Financial Literacy<br>07.4260000                        | Banking, Investing & Insurance<br>07.4130000       |
| <b>8. Government and Public Administration</b>  |   |   |  |
| <i>JROTC – Air Force</i><br>8 blocks of courses may be taken in this pathway<br>(EPHS)  | Aerospace Science: Leadership 100<br>28.0110000 | Aerospace Science: Leadership 200<br>28.0120000         | Aerospace Science: Leadership 300<br>28.0140000    |
| <i>Additional courses beyond the first three are taken in this order:</i><br>28.0160000 Aerospace Science: Leadership 400<br>28.0192000 Aerospace Science: Corps Management<br>28.0193000 Aerospace Science: Drill Only<br>28.0194000 Aerospace Science: Senior Project<br>28.0190000 Aerospace Science: Honors Ground School |   |   |  |
| <i>JROTC – Army Leadership</i><br>8 blocks of courses may be taken in this pathway<br>(HHS-NPHS-PCHS-SPHS)  | JROTC Army Leadership Ed 1 - Alpha<br>28.03110  | JROTC Army Leadership Ed 1 - Bravo<br>28.03120          | JROTC Army Leadership Ed 2 - Alpha<br>28.03210     |
| <i>Additional courses beyond the first three are taken in this order:</i><br>28.03220 JROTC Army Leadership Ed 2 - Bravo<br>28.03310 JROTC Army Leadership Ed 3 - Alpha<br>28.03320 JROTC Army Leadership Ed 3 - Bravo<br>28.03410 JROTC Army Leadership Ed 4 - Alpha<br>28.03420 JROTC Army Leadership Ed 4 - Bravo          |   |   |  |
| <b>9. Health Science</b>  |   |   |  |
| <i>Therapeutic Services – Allied Health and Medicine</i><br>(EPHS-PCHS)   | Intro to Healthcare Science<br>25.5210000       | Essentials of Healthcare<br>25.4400000                  | Allied Health and Medicine<br>25.4370000           |
| <i>Therapeutic Services – Biotechnology Research and Development</i><br>(PCHS)  | Intro to Healthcare Science<br>25.5210000       | Essentials of Biotechnology<br>25.5700000               | Application of Biotechnology<br>25.5690000         |
| <i>Therapeutic Services – Patient Care</i><br>(HHS-NPHS-PCHS-SPHS-PCCA)   | Intro to Healthcare Science<br>25.5210000       | Essentials of Healthcare<br>25.4400000                  | Patient Care Fundamentals<br>25.4360000            |
| <i>Therapeutic Services – Sports Medicine</i><br>(HHS-NPHS-PCHS)  | Intro to Healthcare Science<br>25.5210000       | Essentials of Healthcare<br>25.4400000                  | Sports Medicine<br>25.4460000                      |
| <b>10. Hospitality and Tourism</b>  |   |   |  |
| <i>Culinary Arts</i><br>(EPHS-NPHS-PCHS-SPHS)   | Intro to Culinary Arts<br>20.5310000            | Culinary Arts I<br>20.5321000                           | Culinary Arts II<br>20.5331000                     |
| <i>Sports &amp; Entertainment Mkt</i><br>(NPHS)   | Marketing Principles<br>08.4740000              | Intro to Sports & Entertainment Marketing<br>08.4780000 | Adv Sports & Entertainment Marketing<br>08.4850000 |
| <b>11. Human Services</b>   |   |   |  |
| <i>Personal Care Services (Cosmetology)</i><br>(EPHS-HHS-NPHS-PCHS-SPHS)  | Intro to Personal Care Services<br>12.5440000   | Cosmetology II<br>12.4100000                            | Cosmetology III<br>12.4110000                      |
| <i>Nutrition and Food Science</i><br>(NPHS)   | Food, Nutrition, and Wellness<br>20.41610       | Food for Life<br>20.41400                               | Food Science<br>20.41810                           |

| <b>12. Information Technology</b>   |  |   |   |
|---|--|---|---|
| <i>Web and Digital Design</i><br>(NPHS)   | Introduction to Software Technology<br>11.44600  | Digital Design<br>11.4510000                                    | Web Design<br>11.4520000  |
| <i>Cybersecurity</i><br>(PCCA)  | Introduction to Hardware Technology<br>11.44800  | Introduction to Cybersecurity<br>11.4810000                     | Advanced Cybersecurity<br>11.4820000  |
| <i>Web Development</i><br>(EPHS, PCHS, SPHS)                                    | Introduction to Software Technology<br>11.44600  | Computer Science Principles<br>11.47100                         | Web Development Course<br>11.42500  |
| Computer Science<br>(HHS, NPHS)   | Introduction to Software Technology<br>11.44600  | AP Computer Science Principles<br>11.0190000                    | AP Computer Science<br>11.2160000   |
| <b>13. Law, Public Safety, Corrections, and Security</b>                        |  |   |   |
| <i>Law Enforcement Services-Criminal Investigations</i><br>(HHS-NPHS-PCHS-SPHS) | Intro to Law, Public Safety, Corrections, & Security<br>43.4500000   | Criminal Justice Essentials<br>43.4510000                       | Criminal Investigations<br>43.4530000   |
| <b>14. Manufacturing</b>  |  |   |   |
| Mechatronics<br>(PCCA)  | Introduction to Mechatronics -- DC Theory, Pneumatic Systems, and Programmable Logic Controllers<br>21.4620000 | AC Theory, Electric Motors, and Hydraulic Systems<br>21.4630000 | Semiconductors, Mechanical Systems, and Pump and Piping Systems<br>21.4640000 |
| <b>15. Marketing</b>  |  |   |   |
| <i>Marketing and Management</i><br>(EPHS-NPHS-SPHS)                             | Marketing Principles<br>08.4740000   | Marketing & Entrepreneurship<br>08.4410000                      | Marketing Management<br>08.4420000  |
| <b>16. Science, Technology, Engineering, and Mathematics</b>                    |  |   |   |
| <i>Engineering Drafting and Design</i><br>(HHS- SPHS)                           | Introduction to Drafting and Design<br>48.5410000  | Survey of Engineering Graphics<br>48.5420000                    | 3-D Modeling and Analysis<br>48.5430000                                       |
| <b>17. Transportation, Distribution, and Logistics</b>                          |  |   |   |
| General Automotive Technology<br>(EPHS-HHS-NPHS-PCHS-SPHS)                      | Automotive Technologies 1<br>47.45000  | Automotive Technologies 2<br>47.45100                           | Automotive Technologies 3<br>47.45200   |
| Collision Repair- Painting and Refinishing<br>(PCHS)                            | Introduction to Collision Repair<br>47.56500   | Painting and Refinishing I<br>47.56600                          | Painting and Refinishing II<br>47.56700                                       |

## CTAE Pathways (Description)

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The below is a description of the first courses usually taken in the CTAE pathways:

### **1. Agriculture, Food, and Natural Resources**

#### **Animal Systems**

#### **Plant Systems**

#### **Basic Agriculture Science - 02.4710000**

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

### **2. Architecture and Construction**

#### **Architectural Drawing & Design**

#### **Introduction to Drafting and Design - 48.5410000**

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

#### **Carpentry**

#### **Electrical**

#### **Industry Fundamentals and Occupational Safety – 46.5450000**

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

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

### **3. Arts, A/V Technology and Communications**

#### **Graphics Design**

#### **Graphic Communications**

#### **Intro to Graphic Design – 48.5610000**

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

### **4. Business Management and Administration**

#### **Business and Technology**

#### **Entrepreneurship**

#### **Introduction to Business and Technology – 07.4413000**

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

#### **Small Business Development**

#### **Introduction to Business and Technology – 07.4413000**

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

## 5. Education and Training

### Teaching as a Profession, *Not offered in 9<sup>th</sup> grade*

#### Examining the Teaching Profession – 13.0110000

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

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

## 6. Energy

### Foundations of Energy Technologies – 49.53700

Foundations of Energy Technologies explores the relationship between force, work, energy, and power. Students study the characteristics, availability, conversion, control, transmission, and storage of energy and power, as well as examine and apply the principles of electrical, fluid, and mechanical power. Students research renewable, nonrenewable, and inexhaustible resources and conservation efforts. Using their course acquired skills, students will further understand the many careers that exist in energy and related technologies

## 7. Finance

### Introduction to Business and Technology – 07.4413000

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

## 8. Government and Public Administration

### JROTC Air Force

#### Aerospace Science: A Journey into Aviation History and Leadership I – 28.0110000

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

### JROTC Army

#### JROTC Army Leadership Education I – 28.0310000

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, Advise ment of Rights, responsibilities of U.S. citizens and the federal justice system. The performance standards in this course are based on the performance standards

identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or Accelerated promotion in the military services.

## **9. Healthcare Science**

### **Therapeutic Services – Allied Health and Medicine**

#### **Biotechnology Research and Development**

#### **Therapeutic Services – Patient Care**

#### **Therapeutic Services Physical Medicine-Sports Medicine**

##### **Introduction to Healthcare Science – 25.5210000**

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

## **10. Hospitality and Tourism**

### **Culinary Arts**

#### **Introduction to Culinary Arts – 20.5310000**

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

## **Sports and Entertainment Marketing**

### **Marketing Principles – 08.4740000**

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

## **11. Human Services**

### **Personal Care Services -- Cosmetology**

#### **Introduction to Personal Care Services – 12.5440000**

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

### **Personal Care Services – Nutrition and Food Science**

#### **Food Nutrition & Wellness – 20.41610**

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

## **12. Information Technology**



## **Web and Digital Design, Web Development and Computer Science**

### **Introduction to Software Technology 11.44600**

Introduction to Software Technology is the foundational course for Cloud Computing, Computer Science, Game Design, Internet of Things, Programming, Web and Digital Design, and Web Development pathways. This course is designed for high school students to understand, communicate, and adapt to a digital world as it impacts their personal life, society, and the business world. Exposure to foundational knowledge in programming languages, software development, app creation, and user interfacing applications are all taught in a computer lab with hands-on activities and project-focused tasks. Students will not only understand the concepts but apply their knowledge to situations and defend their actions, decisions, and/or choices through the knowledge and skills acquired in this course. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organizations are integral components of both the employability skills standards and content standards for this course. Various forms of technologies will be highlighted to expose students to the emerging technologies impacting the digital world. Professional communication skills and practices, problem solving, ethical and legal issues, and the impact of effective presentation skills are taught in this course as a foundational knowledge to prepare students to be college and career ready. The knowledge and skills taught in this course build upon each other to form a comprehensive introduction to the digital world. Introduction to Software Technology is a course that is appropriate for all high school students.

## **Cybersecurity**

### **Introduction to Hardware Technology 11.44800**

Introduction to Hardware Technology is the foundational course for Information Support & Services, Networking, and Cybersecurity pathways. This course is designed for high school students to understand, communicate, and adapt to a digital world as it impacts their personal lives, society, and the business world. Exposure to foundational knowledge in hardware, IT support, networks, and cybersecurity are all taught in a computer lab with hands-on activities and project-focused tasks. Students will not only understand the concepts but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course. Various forms of technologies will be used to expose students to resources, software, and applications of technology maintenance and repair. Professional communication skills and practices, problem-solving, ethical, and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organizations are integral components of both the employability skills standards and content standards for this course. Introduction to Hardware Technology is the first course in the Networking, Cybersecurity, and Information Support and Services pathways and is appropriate for all high school students.

## **13. Law, Public Safety, Corrections, and Security**

### **Law Enforcement Services**

#### **Introduction to Law, Public Safety, Corrections, and Security – 43.450000**

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

## **14. Manufacturing**

### **Mechatronics**

#### **Introduction to Mechatronics – DC Theory, Pneumatic Systems, and Programmable Logic Controllers – 21.46200**

By completing this course, students will be introduced to direct current concepts and applications, pneumatic system fundamentals, and programmable logic controllers (PLCs). Topics include, but are not limited to, electrical laws and principles, magnetism, series, parallel, and simple combination DC circuits, pneumatic system principles and components, and PLC installation and programming. Theory and practical application concepts are discussed and illustrated through labs.

## **15. Marketing**

### **Marketing and Management**

#### **Marketing Principles –08.4740000**

Marketing Principles is the foundational course in the Marketing career cluster. Marketing Principles addresses all the ways in which marketing satisfies consumer and business needs and wants for products and services. Students develop an understanding of the functions of marketing and how these functional areas affect all businesses. They learn basic marketing concepts and the role of marketing in our economy. Students also develop skills in applying economic concepts to marketing, distribution and logistics, marketing information management, finance in marketing, product/service planning, pricing mixes, promotional strategies, and

personal selling. In order to increase the number of application experiences, students should participate in work-based learning activities and the student organization, DECA, an association of marketing students. It is highly advantageous for students to participate in a school-based enterprise where available.

## **16. Science, Technology, Engineering, and Mathematics**

### **Engineering Drafting and Design**

#### **Introduction to Drafting and Design – 48.541000**

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

## **17. Transportation, Distribution, and Logistics**

### **General Automotive Technology**

#### **Automotive Technologies 1 47.45000**

This course is designed as the foundational course for the General Automotive Technology pathway. Students in this course will learn the basic skills needed to gain employment as an entry level automotive technician. Students will be exposed to courses in automotive preventative maintenance, brakes, steering and suspension, electrical systems, engine repair, engine performance, automatic transmission, manual transmission, and differential & automotive HVAC. The hours completed in this course are aligned with ASE standards and are a base for the entry-level technician.

### **Collision Repair- Painting and Refinishing**

#### **Introduction to Collision Repair 47.56500**

Introduction to Collision Repair is the prerequisite course in all of the collision repair pathways. Employment opportunities in the collision repair field will be explored in this course. Students will be exposed to all areas of collision repair and automotive refinish, such as safety, refinishing, metal repair, plastic repair, automotive construction, and estimate reading and writing. Basic skills in all of the above-mentioned areas will be taught.

## WORK-BASED LEARNING

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**Work-Based Learning:** The Work-Based Learning (WBL) program is designed to provide experiences and activities that support a school to career transition. Students are allowed to work off campus in the business community during the school day to learn more about a chosen career. Students participating in WBL must be in grades 11 or 12 and at least 16 years of age. Students must also have a GPA of 75 or higher, teacher recommendation, and good attendance and discipline. Students participating in WBL may be paid or unpaid for their work experience.

### REQUIREMENTS FOR WBL

- Students who completed or enrolled in one or more CTAE pathway course.
- Pathway needs to relate to the WBL job.
- Students must be in grades 11 or 12
- Students must be at least 16 years of age
- Students must have good attendance, discipline, and teacher recommendations
- Students must have a 75 Numeric GPA or higher

### EMPLOYABILITY SKILL DEVELOPMENT (ESD)

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

### INTERNSHIP

- Paid or unpaid work experience
- Directly related to a student's career pathway
- Can occur in the school or the work place (must be approved)
- Must have earned one credit in a pathway course

### COOPERATIVE EDUCATION (CO-OP)

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

### YOUTH APPRENTICESHIP (YAP)

- Paid work in a highly technical, highly skilled position
- Work in chosen career area that relates to completed pathway course
- Student must have post-secondary education plans in chosen career area (earning a degree, licensing, or certification depending on career requirement)
- For completion of YAP program students must have 720 hours of training while in high school and post-secondary institutions

## SEALS & BECOMING A PATHWAY COMPLETER DURING HIGH SCHOOL

Completing a pathway is important for our students as 96.54% of students who complete a pathway graduate from high school, a rate much higher than the state average. Additionally, 99.6% of pathway completers go on to postsecondary education, advanced training, military service, or employment.

Students complete a pathway by taking three courses in sequential order in CTAE, Fine Arts, and World Languages. Students can also complete a core pathway by taking honors core courses with AP courses. Many times, these pathways could lead to additional Seals on the high school diploma.

### State & Local Diploma Seals

#### State Diploma Seals:

- Civic Engagement Diploma Seal (Social Studies)
  - **Basics:**
    - The Georgia Civic Engagement Diploma Seal is awarded to graduating high school students who complete the required social studies courses and engage in civic engagement. The purpose of the seal is to honor students' civic knowledge and activities. It is a recognition of merit for students who appreciate the importance of serving their community and taking informed action in our democracy.
  - **Requirements:**
    - Satisfy the social studies requirements to earn a high school diploma
    - Earn a 70% on an American Government Basic Skills test
    - Complete 50 hours community service which includes civic engagement activities and related social studies electives and pathway courses
    - Complete a Capstone Portfolio Presentation
  - **More Information can be found here:**
    - <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Social-Studies.aspx>
- Bi-Literacy Seal (World Language)
  - **Basic Info Here:**
    - The seal was created by the state to recognize high school graduates who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English.
  - **Requirements:**
    - Complete all English Language Arts courses required to graduate with an overall GPA of 3.0 or above in those classes.
    - Pass a foreign language AP examination with a score of 4 or higher
  - **More information can be found here:**
    - <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Georgia's-Seal-of-Biliteracy.aspx>
- International Skills Seal (World Language)
  - **Basic Info Here:**
    - In today's global marketplace, it is important for students to acquire the interdisciplinary skills they need to be globally competent and competitive. The International Skills Diploma Seal is awarded to graduating high school students who complete an international

education curriculum and engage in extracurricular activities and experiences that foster the achievement of global competencies. It is a signal to employers and higher education institutions that a student is prepared to participate in the global economy. (GADOE)

- **Requirements:**
  - Complete at least three credits in the same world language and/or ESOL.
  - Take at least four credits in courses determined to have an international focus such as international economics, world/non-US History, World Geography, etc.
  - Have at least four extracurricular activities and experiences with global themes and/or in global contexts (Examples: Exchange programs, international and language clubs, travel abroad).
  - 20 hours of community service involving a global/cross-cultural public service project.
  - Capstone presentation on the knowledge gained in the courses and activities listed above.
- **More information can be found here:**
  - <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/International-Skills-Diploma-Seal.aspx>
- **Career Ready Diploma Seals (CTAE)**
  - Basic Info Here:
    - The Career Ready Diploma Seal is awarded to graduating high school students who complete a series of accomplishments as outlined and engage in activities, courses, and experiences that foster career readiness. The diploma seal is a signal to employers that a student is prepared to participate in the workforce.
    - There are three types: Employability Career Seal, Pathway Career Seal, & the Leadership Career Seal.

### **3 Types of Recognized Career (CTAE)Seals**

- **1. Employability Career Seal**
  - **Employability/Soft Skills Seal**  
Awarded to high school graduates who:
    - Complete an Employability Skills/Soft Skills program approved by the local system and their business partners.
  - **Distinguished Employability/Soft Skills Seal**  
Awarded to high school graduates who:
    - Complete the requirements above, *AND*
    - Earn at least one unit in a state-approved Work-Based Learning program in the concentrated CTAE pathway area
- **2. Pathway Career Seal**
  - **Pathway Skills Seal**  
Awarded to high school graduates who:
    - Complete a Career, Technical and Agricultural Education (CTAE) pathway in at least one of Georgia's 17 Career Clusters
    - AND ONE (1) OF THE FOLLOWING
      - Pass an End of Pathway Assessment (EOPA)/ Industry Recognized Credentialing exam (if it applies)
      - Complete a pathway in an industry-certified program
      - Earn at least one unit in a state-approved Work-Based Learning program in the concentrated pathway area
      - Complete all components of the Career-Related Capstone Project in the concentrated CTAE pathway area, as outlined by the GaDOE
      - Earn a rank of E5 or above, *OR*

- Via dual enrollment complete two Technical Certificates of Credit (TCC) in one pathway, earning a Technical College Diploma, or earning an associate degree (Senate Bill 2 requirements)
  - **Distinguished Pathway Skills Seal**  
Awarded to high school graduates who:
    - Complete a Career, Technical and Agricultural Education (CTAE) pathway in one of Georgia’s 17 Career Clusters
    - AND TWO (2) OF THE FOLLOWING
      - Pass an End of Pathway Assessment (EOPA)/ Industry Recognized Credentialing exam (if it applies)
      - Complete a pathway in an industry-certified program
      - Earn at least one unit in a state-approved Work-Based Learning program in the concentrated pathway area
      - Complete all components of the Career-Related Capstone Project in the concentrated pathway area, as outlined by the GaDOE
      - Earn a rank of E5 or above
- **3. Leadership Career Seal**
  - **Leadership Skills Seal**  
Awarded to high school graduates who:
    - Complete one year of membership in a state-recognized Career and Technical Student Organization (CTSO) or Participate in one (1) year of JROTC co-curricular activity
    - Prepare a portfolio to include as a minimum, a cover letter, resume, and three letters of recommendation
    - AND ONE (1) OF THE FOLLOWING
      - Present to business and industry, civic organizations, legislators, and/or local, state, or national board of education members on behalf of local CTAE, CTSOs, or JROTC
      - Receive a regional, state, or national honor and/or recognition
      - Participate in at least 40 hours of documented community service, and/or community service campaigns (i.e. March of Dimes)
      - Earn a rank of E5 or above and at least 2 credits of JROTC
  - **Distinguished Leadership Skills Seal**  
Awarded to high school graduates who:
    - Complete two years of membership in a state-recognized Career and Technical Student Organization (CTSO) or Participate in 2 years of a JROTC co-curricular activity
    - Present to business and industry, civic organizations, legislators, and/or local, state, or national board of education members on behalf of local CTAE, CTSOs, or JROTC
    - Hold or previously held a leadership office at the local, regional, state or national level in a state-recognized CTSO during high school or a JROTC Command or Staff position in the unit or JROTC co-curricular activity and earn a rank of E7 or above
    - Participate in at least 80 hours of documented community service, and/or community service campaigns (i.e. March of Dimes)
- **Georgia Department of Education State Fine Arts Seal**
  - **Basics:**
    - The Fine Arts Diploma Seal encourages schools and students to engage in fine arts pathway courses The State Fine Arts Seal is available to students who do the following throughout their HS career,
  - **Requirements:**
    - Earn at least 3 credits of any one subject of fine arts (music, visual art, or theatre arts)

- Earn ONE (1) credit in either a CTAE course that provides a creative industry skill focus OR a fourth fine arts.
- Participate in at least TWO (2) fine arts related extracurricular activities
- Participate in at least TWENTY (20) hours of arts related community service
- Complete a capstone presentation on your experiences (The Capstone project is up to the teacher and may be agreed upon by the teacher/student collaboration)
- Students must apply for this during their senior year.
- Students must apply for this beginning January of their senior year. The Senior Newsletter will have the application information: <https://www.smores.com/bvxde>

## **County Diploma Seals:**

- **Diploma Seal Basics**
  - The Paulding County School District recognizes students that complete Advanced Academic Pathways as described by the GADOE by giving students diploma Seals.
  - These seals can be earned in all four core content areas, World Language, Journalism, and Fine arts.
- **Core Content Requirements (Math, ELA, Science, SS)**
  - Must earn 4 units of credit (for Math, ELA, & Science). Social Studies seals only require 3 credits.
  - Must have at least one AP or DE credit in the subject that fulfills a graduation requirement.
  - Must complete two units of sequential course credit in one world language.
- **Career Pathway Seals**
  - Seals are earned in each Career Pathway, upon successful completion of all three pathway courses from that particular Career Pathway.
- **Fine Arts & Journalism Requirements**
  - 3 Units of Fine Arts Courses (The 3 units do not have to be in the same area)
- **World Language Requirements:**
  - 3 Units of World Language in the same sequence (language)

## **ONLINE COURSE OPPORTUNITIES FOR DISTRICT STUDENTS**

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

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

## PAULDING VIRTUAL ACADEMY

The Paulding Virtual Academy offers 9<sup>th</sup> – 12<sup>th</sup> grade students the opportunity to use teacher supported, technology-based courses to earn new high school credit, recover credit, continue coursework or accelerate their progression through high school and into college level courses.

**Link:** <https://www.paulding.k12.ga.us/domain/4343>

**Parent and Student Handbook Link:**

<https://www.paulding.k12.ga.us/cms/lib/GA01903603/Centricity/Domain/4343/PVA%20Handbook.pdf>

## PAULDING COLLEGE AND CAREER ACADEMY



Paulding College and Career Academy opened its doors in the Fall of 2019. Students attending PCCA will be able to graduate with more than a high school diploma. They will be given opportunities to participate in Dual Enrollment through several post-secondary partners and gain career knowledge through Work-Based Learning/Apprenticeship programs with business and industry partners. Through



these experiences, students will acquire the skills, experiences and connections needed to successfully transition directly into either a post-secondary or career environment. PCCA will give students the opportunity to develop skills that will be essential to meet the needs of business and industry in our community and prepare them for careers that they can begin immediately upon graduation.

### **Career Pathways Offered at PCCA:**

- Healthcare- CNA/Patient Care Tech.
- Manufacturing- Mechatronics
- Energy- Lineman focus
- IT- Cybersecurity

Each of these pathways have been identified as “High Need” for both Paulding County and the State of Georgia. Additionally, students can earn technical college certificates in these areas while attending high school!

### **HVACR Electrical Pathway (Additionally offered in Bartow)**

The HVACR Pathway courses will be taught at the Bartow County College and Career Academy in Cartersville. These three courses will be Dual Enrollment courses. The three courses for this pathway are:

Industry Fundamentals and Occupational Safety – 46.5450000

Introduction to HVACR Systems -- 47.4140400

Low Voltage Electrical — 47.4160400

## **TEST-OUT COURSE OPPORTUNITIES FOR DISTRICT STUDENTS**

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Students can elect to “test-out” of a class, by taking the EOCT assessment prior to taking the course. This opportunity is only available for End-of-Course (EOC) assessment courses. An 8th, 9th, 10th, 11th or 12th grade student who meets the qualifications may request to test during a designated EOC testing opportunity. District test-out opportunities dates are published annually and are offered to district students for one or more of the EOC course tests. Only 3 credits can be earned at this time via this process. School counselors provide specific information when it is made available each school year.

- **If this interests your student, then please see your schools testing coordinator for the details.**

## **CAREER DEVELOPMENT**

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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. Contemplate if you want to be a Dual Enrollment Program student.

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 (web-based) that students log into via their IC Portal, completing items on the BRIDGE Advisement checklist, and utilizing a variety of other tools to focus on career interests. YouScience is a career interest inventory tool that is utilized in the 10<sup>th</sup> grade to assess abilities and interests. The results of this assessment are used in 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades by students and counselors. Counselors help students develop a BRIDGE Advisement educational and career plan while assisting students in their assessment of abilities, 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! After you have taken the YouScience assessment look at both what you are interested in as well as the career areas in which you have strong abilities. Use the Senior Capstone Project to completed in-depth research about one career choice!***

## PLANS of STUDY and Pathway Completion

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

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

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

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

### Hot Careers in Georgia

This link gives you an idea of what the state projects to be high-needs fields in the coming years. This is a great resource to consider prior to thinking about a career path.

- Hot Careers Link: [https://explorer.gdol.ga.gov/vosnet/mis/current/hot\\_careers\\_current.pdf](https://explorer.gdol.ga.gov/vosnet/mis/current/hot_careers_current.pdf)
- Hot Careers in STEM Link: <https://explorer.gdol.ga.gov/vosnet/mis/current/stem.pdf>



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

### **Criteria for College Admissions**

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

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

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

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

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

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

*Be sure to visit the district Counseling Information website often. The webpage link is:*  
<https://counseling.paulding.k12.ga.us/>

## College Admissions

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

### Freshmen Index

| Freshman Index (FI) Combination of High School GPA and SAT or ACT Scores |   |   |
|--|---|---|
| Sector   | Requirements for Regular Freshman Admissions  | Requirements for Limited Freshman Admissions  |
| Research Universities  | FI must be greater than or equal to 2500<br>SAT must be at least 430 on Verbal/Critical Reading and 400 on Math<br>ACT must be 17 on English and Math         | FI must be greater than or equal to 2020<br>SAT must be at least 430 on Verbal/Critical Reading and 400 on Math<br>ACT must be 17 on English and Math   |
| Regional Universities  | FI must be greater than or equal to 2040<br>SAT must be at least 430 on Verbal/Critical Reading and 400 on Math<br>ACT must be 17 on English and Math         | FI must be greater than or equal to 1830<br>SAT must be at least 430 on Verbal/Critical Reading and 400 on Math<br>ACT must be 17 on English and Math   |
| State Universities   | FI must be greater than or equal to 1940<br>SAT must be at least 430 on Verbal/Critical Reading and 400 on Math<br>ACT must be 17 on English and Math         | FI must be greater than or equal to 1790<br>SAT must be at least 430 on Verbal/Critical Reading and 400 on Math<br>ACT must be 17 on English and Math   |
| State Colleges (baccalaureate programs only)                             | FI must be greater than or equal to 1830<br>SAT I must be at least 330 on Verbal/Critical Reading and 310 on Math<br>ACT must be 12 on English and 14 on Math | SAT I must be at least 330 on Verbal/Critical Reading and 310 on Math<br>ACT must be 12 on English and 14 on Math<br><i>All LS requirements apply, and any RHSC deficiencies must be made up.</i> |

GAFutures has a search tool for colleges based on Test Score and GPA Requirements.

Link: <https://www.gafutures.org/college-search>

## Calculating Grade Point Average (GPA)

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

## SAT, ACT Tests and Preparation

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### SAT

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

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

**IMPORTANT      IMPORTANT      IMPORTANT      IMPORTANT**

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

### ACT

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

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

## **Minimum Requirements by Post-Secondary Institutions**

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

### **Research Universities**

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

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

### **Regional Universities**

Georgia Southern, Valdosta State

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

### **State Universities and Senior Colleges**

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

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

### **Two-Year Colleges**

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

- 17 Core Units are required.

### **Technical Colleges**

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

- 15 Core Units

Technical schools want students to enroll in the most rigorous math and science classes possible. Higher level math and science are recommended if the student is seeking an Associate Degree. All students must take the Accuplacer 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).

## HOPE SCHOLARSHIP REQUIREMENTS

### Summary of HOPE Scholarship Information HELPING OUTSTANDING PUPILS EDUCATIONALLY

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

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

#### HOPE SCHOLARSHIP ELIGIBILITY

<https://www.gafutures.org/hope-state-aid-programs/hope-zell-miller-scholarships/hope-scholarship/eligibility/>

- 3.0 HOPE GPA
- Core curriculum courses that have been completed in grades 9-12.
- GSFC must receive a numeric grade for each core course in order to calculate HOPE GPA
- Rigor Requirements/• Credit Courses Needed
  - Class of 2017 and beyond need 4 rigorous courses
- The HOPE Scholarship will pay:
  - At an eligible public postsecondary institution, for FY2016 a **percentage amount** of the standard tuition charges from the previous year. View award amounts by institution at: [https://apps.gsfc.org/SecureNextGen/dsp\\_award\\_amounts.cfm](https://apps.gsfc.org/SecureNextGen/dsp_award_amounts.cfm)
  - Every year these amounts will change based upon lottery revenues, HOPE enrollment numbers, and the previous year's award rate;
  - At an eligible private postsecondary institution, a percentage amount of the HOPE award for the private colleges;
  - No book or fee allowances;
- The HOPE Scholarship will NOT pay for remedial or development courses;
- If a student falls below a 3.0 GPA while in college, he/she may regain the HOPE Scholarship only **one** time;
- Beginning with the Class of 2015 (students entering high school 2011-2012), a new rigor requirement has been added. **Students graduating in 2024 must pass at least 4 courses** from a list of academically rigorous courses to meet requirements to be a HOPE Scholar upon high school graduation (i.e., courses in advanced math, advanced science, advanced foreign language, AP or IB courses in core subjects, and/or *College Credit Now*/dual enrollment courses taken as a unit of the University System of Georgia in core subjects, remedial or developmental). GSFC will provide a list of classes to further define each category.

#### HOPE Scholarship Award Limits

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

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



## **Zell Miller Scholarship Eligibility**

<https://www.gafutures.org/hope-state-aid-programs/hope-zell-miller-scholarships/zell-miller-scholarship/>

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

## **HOPE Grant**

<https://www.gafutures.org/hope-state-aid-programs/hope-zell-miller-grants/hope-grant/eligibility/>

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

## **HOPE Rigor Requirements**

Listing of Courses link:

<https://www.gafutures.org/media/kswotdbu/rigor-list-november-2021-print-ready.pdf>





## DUAL ENROLLMENT FOR HIGH SCHOOL STUDENTS

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

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

### **Dual Enrollment Program:**

The Dual Enrollment program provides district students the opportunity to be "dual credit enrolled". This means a DE student is enrolled at both the high school and college or technical college. In this program a student may be part time or full time at the postsecondary school. The student receives credit for approved courses on the high school transcript as well as their college or technical college transcript. Thus, DE students take postsecondary coursework for credit towards both high school graduation and postsecondary requirements. This is offered during fall, spring, and summer terms.

### **To be eligible for the Dual Enrollment program, a student must:**

- Be **enrolled** in the eleventh or twelfth grade in accordance with O.C.G.A. §20-2-690(c);
  - 10<sup>th</sup> grade students can take CTAE Classes at Technical Colleges.
  - 10<sup>th</sup> grade students can take core classes if they meet Zell Miller requirements (3.7 GPA/ 1200 SAT)
- Be **admitted** to an eligible, participating USG, TCSG or Private postsecondary institution as a dual credit enrollment student.
- 3. Be enrolled in courses listed in the approved Dual Enrollment Course Directory on GAFutures.
- 4. Maintain satisfactory academic progress as defined by the eligible postsecondary institution.

The PCSD website has additional information here: <http://www.paulding.k12.ga.us/Page/23177>

### ***Important Considerations Prior to Beginning the Dual Enrollment Program...***

- ◆ **Required SAT/ACT or other testing has been completed or is scheduled.**
- ◆ **Academic Rigor**-Understanding that DE courses will be rigorous courses.
- ◆ **Attendance**-Recognizing the importance of attending all classes.
- ◆ **Career Goal**-Selecting courses not only based on high school graduation requirements but also with career interests in mind.
- ◆ **Cell Phone Use**-Realizing that paying attention to the college professor during class is extremely important and to follow cell phone use policies set by the postsecondary school.

- ◆ **Communication Skills**-Knowing when to ask for the professor’s help and learning early each semester how to contact each professor. Understanding that communication from the professor will be with the student and **not** the parent(s)/guardian(s).
- ◆ **You are responsible** for all high school information (i.e. testing dates, class activities, etc.). Check school website often.
- ◆ **GA Futures:** Know your GAfutures login information. Your GAfutures account must have a working email, (link for help with GAfutures account: <http://www.paulding.k12.ga.us/Page/32638>), and the GAfutures online application process is required.
- ◆ **Grades**-Grades that are on the college transcript are letter grades. Only core courses are weighted with 10 points. The district board policy conversion scale from alpha/letter grades to numeric grades is:

|          |           |
|----------|-----------|
| <b>A</b> | <b>95</b> |
| <b>B</b> | <b>85</b> |
| <b>C</b> | <b>75</b> |
| <b>D</b> | <b>70</b> |
| <b>F</b> | <b>69</b> |

- ◆ **Mandatory Student Events and Trainings**-Participating in mandatory orientations or other events set up the postsecondary school. Completing *HAVEN* training which is safety and wellness training provided by the postsecondary institution (federal requirement).
- ◆ **Maturity Level**-Making certain that the student’s social and emotional maturity level is such that the student will be successful in the Dual Enrollment program.
- ◆ **Organization and Study Skills**-Recognizing the importance of time management and being organized as well as having a plan to meet all course requirements on time.
- ◆ **Perfectionism**-Knowing that feeling overwhelmed requires being able to recognize when student needs to ask questions or seek help from the college professor and thus, asking for assistance is a life skill.
- ◆ **Procrastination**-Making certain that important projects and/or tests are prepared for well in advance.
- ◆ **Satisfactory Academic Progress**-Understanding what the postsecondary institution’s SAP is as set by the institution.
- ◆ **Syllabus**-Being familiar with each college professor’s syllabus which will be the road map for the course and include all important deadlines.
- ◆ **Transfer of Dual Enrollment Courses**-Talking with admissions representatives and understanding what the transfer policies are regarding completed DE courses and credit hours for a student who wants to transfer Dual Enrollment courses and grades to another institution after high school. Talking with admissions staff to determine what and how many dual enrollment credit hours will transfer.

To review Dual Enrollment courses available by institution, use the DE Directory at this link on GAfutures:

[https://apps.gsfc.org/securenextgen/dsp\\_accel\\_course\\_listings.cfm](https://apps.gsfc.org/securenextgen/dsp_accel_course_listings.cfm)

*Always make an appointment with your Professional School Counselor regarding any questions about the Dual Enrollment Program.*

## SENIOR CAPSTONE PROJECT

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

### ***Goals of Project***

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

### **Four Components of the Capstone Project**

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

#### **1. Research Paper**

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

#### **2. Portfolio**

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

#### **3. Mentor**

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

#### **4. Student Presentation**

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

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



## PERSONAL/SOCIAL DEVELOPMENT

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

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

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

**Standard C:** Students will understand safety and survival skills.

*(Source: The American School Counselor Association National Model)*

### **HOW SELF-AWARENESS HELPS YOU LEARN**

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

To build your self-esteem:

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

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

Do not be discouraged by the mistakes that you make.

Always treat others in a kind manner.

Be **KIND** to yourself.

Believe in yourself.

Think positively and distance yourself from negative people.

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

To build your attitude:

Your attitude affects everything you do.

Your attitude will either energize or drain you.

A positive attitude opens your mind to many possibilities.

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

To increase your positive habits:

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

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

### **GOAL SETTING**

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

**GOALS WILL HELP YOU SEE YOUR PURPOSE CLEARLY!**

### **GETTING CONNECTED TO OTHERS**

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

**Teachers**—Obviously, they are there to guide students and to help students learn the course content. However, they are not just interested in giving out homework and having you taking tests. Teachers can be great resources to help

you with your career plans, especially as you learn what your favorite subjects are. Teachers also can be very good listeners for any type of issue that you are facing.

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

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

## MENTAL HEALTH –

Keep in touch with your school counselor regarding any life issues for which you need support. Reaching out for help is a sign of STRENGTH.

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Taking care of yourself means being emotionally healthy too. Talking to your school counselor is a great way to keep yourself from getting overwhelmed by the demands in your life. School counselors have resources to help you. Sometimes, students need to see a therapist for additional mental health support. When they do, therapists can meet with them at school, at home or in offices. School counselors work with school staff to maintain confidentiality when students meet with therapists at school.

Paulding County School District staff are trained in suicide prevention. If you are having suicidal thoughts or are worried about a friend, tell a trusted adult or contact a crisis line, or make a report using the Vector Solutions App.

### Crisis Numbers

Free, Confidential, 24 Hours/Day, 7 Days/Week

**Crisis Text Line: Text HELLO to 741741**

**Georgia Crisis Line: Call 1-800-715-4225**

## BULLYING PREVENTION PROGRAM

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The Paulding County School District supports the use of Evidence-Based programs to improve the culture and climate in schools while systematically decreasing bullying behaviors.

Bullying prevention should be a schoolwide initiative in order to be the most effective at improving the climate of the school.

Programs that are being implemented in PCSD to improve school climate and reduce bullying behaviors:

- ❖ Positive Behavioral Intervention & Supports (PBIS)
- ❖ Restorative Practices
- ❖ Capturing Kids Hearts
- ❖ Sources of Strength
- ❖ Olweus Bullying Prevention Program

Bullying is a behavior that is:

- ❖ **Repeated** by the same person multiple times, by several people or online
- ❖ **Intentional** – it was done on purpose to hurt or threaten the targeted student
- ❖ **Power Imbalance** – the targeted student feels like they can't defend themselves because the other student is older, bigger, more popular, etc.

The district program believes in these best practices:

- ❖ The focus is on the social climate of the school so that the learning environment is positive and norms are developed against bullying behaviors.

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

As you are already aware from the counselors who supported you at the middle school level, bullying prevention takes active participation of administrators, counselors, teachers, other district personnel, parents and students along with the community. It takes all stakeholders to eliminate bullying and promote a positive learning environment.

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

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

## **Download the Vector Solutions APP!**

Bullying, suicidal ideation, harassment, weapons, drugs and other events can be reported through this anonymously.

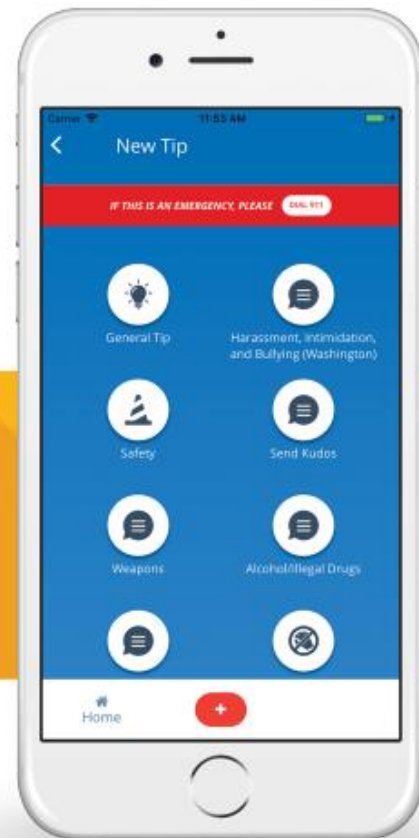


Paulding County School District

# Report It

Vector Alert is our district's tip reporting service. If you have information about a threat to our safety, do your part and report it! And remember, you can remain anonymous.

**SUBMIT USING OUR APP**



## FINAL THOUGHTS

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### Suggestions for Students

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

**Enjoy your high school years!**



## RESOURCES:

### HELPFUL WEBSITES

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

[www.knowhow2go.org/middle\\_ready.php](http://www.knowhow2go.org/middle_ready.php)  
[www.aie.org/students/](http://www.aie.org/students/)  
[www.vaview.org](http://www.vaview.org)  
[www.driveofyourlife.org](http://www.driveofyourlife.org)  
[www.breitlinks.com/careers/career\\_activities.htm](http://www.breitlinks.com/careers/career_activities.htm)

### WEBSITES for the 21<sup>st</sup> CENTURY GRADUATE

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#### **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.GAfutures.org> is an online, interactive tool that helps students make choices about careers, colleges, technical schools, and financial aid.  
[http://www.gcic.peachnet.edu/Content/service\\_gcis.aspx](http://www.gcic.peachnet.edu/Content/service_gcis.aspx) is an online, interactive tool that helps students K-12<sup>th</sup> grades explore careers as well as college and scholarship information.  
<http://www.petersons.com> is Peterson's Guide to Colleges and Universities.  
[http://web3.ncaa.org/ECWR2/NCAA\\_EMS/NCAA\\_EMS.html#](http://web3.ncaa.org/ECWR2/NCAA_EMS/NCAA_EMS.html#) provides the NCAA Eligibility Guide

#### **Career Information**

<http://collegeboard.com> offers Career Browser.  
[http://www.gcic.peachnet.edu/Content/service\\_gcis.aspx](http://www.gcic.peachnet.edu/Content/service_gcis.aspx) provides career interest inventory and results information.  
<http://www.bls.gov/ooh/> is the Occupational Outlook Handbook.  
<http://todaysmilitary.com/> 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.  
<https://fafsa.ed.gov/> 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.GAfuture.org> is an online, interactive tool that helps students make choices about careers, colleges, technical schools, and financial aid.  
<http://www.guaranteed-scholarships.com> lists and describes scholarships offered by individual colleges and universities to all enrolled students meeting the specific criteria.  
<http://www.gsfc.org> provides complete HOPE program eligibility requirements and provides answers to questions about this program.  
[http://www.gcic.peachnet.edu/Content/service\\_gcis.aspx#education](http://www.gcic.peachnet.edu/Content/service_gcis.aspx#education) offers both college search information as well as scholarship search information.



**East Paulding High School**  
3320 East Paulding Drive  
Dallas, Georgia 30157  
<https://ephscounselors.weebly.com/>



**Hiram High School**  
702 Virgie Ballentine Drive  
Hiram, Georgia 30141  
<http://hhsounselinghornets.weebly.com/hhs-counselors.html>



**North Paulding High School**  
300 North Paulding Drive  
Dallas, Georgia 30132  
<https://gonphs.weebly.com/>



**Paulding County High School**  
1297 Villa Rica Highway  
Dallas, Georgia 30157  
<http://pchscounselor1297.wixsite.com/mysite>



**South Paulding High School**  
1364 Winn Road  
Douglasville, Georgia 30134  
[counselingsphs.weebly.com](http://counselingsphs.weebly.com)



**New Hope Education Center**  
4555 Dallas Acworth Highway  
Dallas, GA 30132  
<http://www.paulding.k12.ga.us/Domain/41>