

Course Number	Course Title	Description
<b>English / Language Arts</b>		
23.02400	Literature and History of the Old Testament Era	This course focuses on the Old Testament as a literary and historical document which has greatly influenced the modern world. The course will familiarize students with contents of the Old Testament, the history recorded by the Old Testament, the literary style and structure of the Old Testament, the customs and cultures of the peoples and societies recorded in the Old Testament, and the influence of the Old Testament upon law, history, government, literature, art, music, customs, morals, values, and cultures. Topics may include historical background and events of the period; the history of the Kingdom of Israel; the poetry of the Old Testament; the influence of Old Testament history and literature on subsequent art, music, literature, law, and events, including recent and current events in the Middle East. This course reflects grade-level appropriate Georgia Standards of Excellence.
23.02500	Literature and History of the New Testament Era	This course focuses on the New Testament as a literary and historical document which has greatly influenced the modern world. The course will familiarize students with the contents of the New Testament, the history recorded by the New Testament, the literary style and structure of the New Testament, the customs and cultures of the peoples and societies recorded in the New Testament and the influence of the New Testament upon law, history, government, literature, art, music, customs, morals, values, and culture. The topics may include the historical background and events of the period; the life of Jesus of Nazareth; the parables of Jesus; the life and travels of Paul; and the influence of New Testament history and literature on subsequent art, music, literature, law, and events. This course reflects grade-level appropriate Georgia Standards of Excellence.
23.03100	Writer's Workshop	This course offers opportunities for students to explore different writing genres: narrative, argument, and expository modes of discourse. The students will study a variety of writers and their writer's style in the modes of discourse studied in the course. The students will have opportunities to improve writing proficiency through a complete study of the components of solid writing: organization, fluency, style, diction, grammar and usage, imaginative expressions, and details. The course allows students to utilize the writing process to write independently to improve their ability to communicate effectively in writing. This course reflects grade-level appropriate Georgia Standards of Excellence.
23.03300	Journalism II	The course offers an advanced study of journalistic writing. Skills from Journalism I are continued as the students focus on a more intense analysis of print and broadcast journalism. This course requires more critical thinking and more in-depth writing as related to newspaper, yearbook and/or literary magazine. Students will also be expected to gain more independence in the daily tasks of producing a publication. This course reflects the Georgia Standards of Excellence.
23.03600	Journalism IV	This course is designed for students who have mastered skills in Journalism III. The students will publish journalistic articles as appropriate either in a school newspaper (print or electronic), yearbook or literary magazine. The range of opportunities to apply skills will be increased and students are expected to manage all aspects of the publishing process with the delivery of a final publication. This course reflects the Georgia Standards of Excellence.
23.05100	American Literature/Composition	This course focuses on the study of American literature and informational texts, writing modes and genres, and essential conventions for reading, writing, and speaking. The students read a variety of informational and literary texts in all genres and modes of discourse. Reading across the curriculum develops students' academic and personal interests in different subjects. While expository writing is the focus in American literature, the students will also demonstrate competency in argumentative and narrative genres. The students will engage in research, timed writing, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking. The students demonstrate an understanding of speaking and listening for a variety of purposes. THIS COURSE MUST REFLECT THE GEORGIA STANDARDS OF EXCELLENCE.

Course Number	Course Title	Description
23.05200	British Literature/Composition	This course focuses on the study of British literature and informational texts, writing modes and genres, and essential conventions for reading, writing, and speaking. The students develop an understanding of chronological context and the relevance of period structures in British literature. The students develop an understanding of the ways the period of literature affects its structure and how the chronology of a work affects its meaning. The students encounter a variety of informational and literary texts and read texts in all genres and modes of discourse. Reading across the curriculum develops the students' academic and personal interests in different subjects. While the continued focus is expository writing in British literature, the student will also demonstrate competency in argumentative and narrative genres. The students will engage in research, the impact that technology has on writing, timed writing, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking, rather than in isolation. The students demonstrate an understanding of speaking and listening skills for a variety of purposes. THIS COURSE MUST REFLECT THE GEORGIA STANDARDS OF EXCELLENCE.
23.06100	Ninth Grade Literature/and Composition	This course focuses on a study of literary genres and informational texts; the students develop initial understanding of both the structure and the meaning of a literary work. The students explore the effect of the literary form in regards to interpretation. The students will read across the curriculum to develop academic and personal interests in different subjects. The students will also demonstrate competency in a variety of writing genres: argumentative, informational/expository, and narrative. The students will engage in research, timed writings, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking, rather than in isolation. The students demonstrate an understanding of speaking and listening for a variety of purposes. This course reflects grade-level appropriate Georgia Standards of Excellence.
23.06300	World Literature and Composition	This course focuses on a study of world literature and informational texts; the students develop an understanding of chronological context and the relevance of period structures in literature within world cultures. A focus is to explore the ways the work's place of origin affects its structure and how the chronology of a literary work affects its meaning. The students develop an understanding of literature as both a culture's product and a culture-bearer. An exploration of commonalities and differences among works of literature from different times and places in the world is a major component. The students will read across the curriculum to develop academic and personal interests in different subjects. This course reflects grade-level appropriate Georgia Standards of Excellence.
23.06400	Literary Types and Composition	This course focuses on the major forms of fiction and nonfiction: short story, folktale, poetry, drama, essay, biography, autobiography, memoir, and editorial. A thorough study of the elements of each literary genre is critical (e.g. plot, characterization, purpose, structure, evidence, etc.). Writing is a critical component of this course, emphasizing the following writing genres: argumentative, expository, and narrative. Organizational structures (e.g. cause and effect, definition, and comparison and contrast) are emphasized. Since conventions are essential for reading, writing, and speaking, instruction in language conventions will, therefore, occur within the context of reading, writing, and speaking. The students observe and listen critically and respond appropriately to written and oral communication in a variety of genres and media.

<b>Course Number</b>	<b>Course Title</b>	<b>Description</b>
23.06500	Advanced Placement English Literature and Composition	The course focuses on an intensive study of representative works from various literary genres and periods. The focus is on the complexity and thorough analysis of literary works. The students will explore the social and historical values that works reflect and embody. The textual detail and historical context provide the foundation for interpretation: the experience of literature, the interpretation of literature, and the evaluation of literature. Writing to evaluate a literary work involves making and explaining judgments about its artistry and exploring its underlying social and cultural values through analysis, interpretation, and argument (e.g. expository, analytical, and argumentative essays). The writers will develop stylistic maturity: strong vocabulary, sentence variety, and effective use of rhetoric to maintain voice. An AP syllabus will be submitted and approved by College Board.

## World Language

60.07100	Spanish I	Introduces the Spanish language; emphasizes all skills: listening, speaking, reading, and writing skills in an integrated way. Includes how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to develop an understanding of Spanish-speaking cultures.
60.07200	Spanish II	Enhances Level One skills in Spanish and provides opportunities to develop listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to increase understanding of Spanish-speaking cultures.
60.07300	Spanish III	Enhances Level Two skills in Spanish and provides further opportunities to increase listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in previous topics and introduces new topics; offers further opportunities to increase understanding of Spanish-speaking cultures.

## Mathematics

27.04810	Foundations of Algebra	Foundations of Algebra is a first-year high school mathematics course option for students who have completed mathematics in grades 6 – 8 yet will need substantial support to bolster success in high school mathematics. The course is aimed at students who have reported low standardized test performance in prior grades and/or have demonstrated significant difficulties in previous mathematics classes. Foundations of Algebra will provide many opportunities to revisit and expand the understanding of foundational algebra concepts. The course will emphasize both algebra and numeracy in a variety of contexts including number sense, proportional reasoning, quantitative reasoning with functions, and solving equations and inequalities.
27.07800	GSE Calculus	This is a course option for students who have completed Pre-Calculus, Mathematics IV or its equivalent. It includes problem solving, reasoning and estimation, functions, derivatives, applications of the derivative, integrals, and application of the integral.
27.08700	Mathematics of Finance	Mathematics of Finance concentrates on the mathematics necessary to understand and make informed decisions related to personal finance. The mathematics in the course will be based on many topics in prior courses; however, the specific applications will extend the student's understanding of when and how to use these topics.
27.09740	GSE Pre-Calculus	Pre-Calculus is the fourth mathematics course designed to prepare students for calculus and other college level mathematics courses. Units cover Introduction to Trig Functions, Inverse Trig Functions & Equations, Trig of General Triangles, Trig Identities, Matrices, Conics, Vectors, and Probability.

Course Number	Course Title	Description
27.09900	Algebra I	Algebra I is the first course in a sequence of four high school courses designed to ensure career and college readiness. The course represents a discrete study of algebra with correlated statistics applications. The fundamental purpose of Algebra I is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, organized into units, deepen and extend understanding of functions by comparing and contrasting linear, quadratic, and exponential. The Mathematical Practice Standards apply throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The pacing suggested allows students to gain a foundation in linear, quadratic, and exponential functions before they are brought together to be compared and contrasted. As key characteristics of functions are introduced and revisited, students gain a deeper understanding of such concepts as domain and range, intercepts, increasing/decreasing, relative maximum/minimum, and end behavior.
27.09910	GSE Geometry	Geometry is the second course in a sequence of three high school courses designed to ensure career and college readiness. The course represents a discrete study of geometry with correlated statistics applications. Building on standards from middle school, students experiment with transformations in the plane, compare transformations that preserve distance and angle to those that do not and use transformations and proportional reasoning to develop a formal understanding of similarity and congruence. Criteria for similarity and congruence of triangles are examined, facility with geometric proofs is developed, and both are applied in proving theorems and generating geometric constructions involving lines, angles, triangles, and other polygons. Similarity in right triangles is applied to understand right triangle trigonometry. Students apply theorems about circles and extend the study of cross-sections of three-dimensional shapes; use concepts of distance, midpoint, and slope to verify algebraically geometric relationships of figures in the coordinate plane; solve problems involving parallel and perpendicular lines; and develop an understanding of independence and conditional probability to be used to interpret data. The Mathematical Practice Standards apply throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. (Prerequisite: Successful completion of Algebra I or its equivalent)
27.09920	GSE Algebra II	Algebra II is the third course in a sequence of three high school courses designed to ensure career and college readiness. It is designed to prepare students for fourth course options relevant to their career pursuits. It is in this course that students pull together and apply the accumulation of learning that they have from their previous courses, with content grouped into six critical areas, organized into units. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include quadratic (with complex solutions), polynomial, rational, and radical functions. And, finally, students bring together all of their experience with functions to create models and solve contextual problems. The Mathematical Practice Standards apply throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. (Prerequisite: Successful completion of Geometry or its equivalent)
<b>SCIENCE</b>		

Course Number	Course Title	Description
26.01200	Biology I (Grades 9-12)	The Biology curriculum is designed to continue student investigations of the life sciences that began in grades K-8 and provide students the necessary skills to be proficient in biology. This curriculum includes more abstract concepts such as the interdependence of organisms, the relationship of matter, energy, and organization in living systems, the behavior of organisms, and biological evolution. Students will investigate biological concepts through experience in laboratories and field work using the processes of inquiry.
26.06110	Environmental Science	The Environmental Science curriculum is designed to extend student investigations that began in grades K-8. This curriculum is extensively performance, lab and field based. It integrates the study of many components of our environment, including the human impact on our planet. Instruction should focus on student data collection and analysis. Some concepts are global; in those cases, interpretation of global data sets from scientific sources is strongly recommended. It would be appropriate to utilize resources on the Internet for global data sets and interactive models. Chemistry, physics, mathematical, and technological concepts should be integrated throughout the course. Whenever possible, careers related to environmental science should be emphasized.
26.07300	Human Anatomy/Physiology	The human anatomy and physiology curriculum is designed to continue student investigations that began in grades K-8 and high school biology. This curriculum is extensively performance and laboratory based. It integrates the study of the structures and functions of the human body, however rather than focusing on distinct anatomical and physiological systems (respiratory, nervous, etc.) instruction should focus on the essential requirements for life. Areas of study include organization of the body; protection, support and movement; providing internal coordination and regulation; processing and transporting; and reproduction, growth and development. Chemistry should be integrated throughout anatomy and not necessarily taught as a standalone unit. Whenever possible, careers related to medicine, research, health-care and modern medical technology should be emphasized throughout the curriculum. Case studies concerning diseases, disorders and ailments (i.e. real-life applications) should be emphasized.
40.01100	Physical Science (Grades 9-12)	The Physical Science curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to have a richer knowledge base in physical science. This course is designed as a survey course of chemistry and physics. This curriculum includes the more abstract concepts such as the conceptualization of the structure of atoms, motion and forces, and the conservation of energy and matter, the action/reaction principle, and wave behavior. Students investigate physical science concepts through experience in laboratories and field work using the processes of inquiry.
40.05100	Chemistry I	The Chemistry curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to be proficient in chemistry. This curriculum includes more abstract concepts such as the structure of atoms, structure and properties of matter, characterization of the properties that describe solutions and the nature of acids and bases, and the conservation and interaction of energy and matter. Students investigate chemistry concepts through experience in laboratories and field work using the processes of inquiry.

<b>Course Number</b>	<b>Course Title</b>	<b>Description</b>
11.01900	Advanced Placement Computer Science Principles Course meets fourth science, or fourth mathematics, or world language requirement; Two computer science courses from the same pathway will satisfy two years of sequenced foreign language courses.	AP Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications, AP Computer Science Principles prepares students for college and career. By the end of this course, students will learn basic programming skills as well as fundamental concepts about how computers and the Internet work.

## Social Studies

45.01600	Advanced Placement Psychology	Conforms to College Board topics for the Advanced Placement Introductory Psychology Examination. Covers methods, approaches and the history of psychology as a science, biological bases of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, developmental psychology, personality, testing and individual differences, abnormal psychology, treatment of psychological disorders and social psychology.
45.05700	American Government/Civics	An in-depth study of the American political system. This course focuses on the foundation, principles and structure of the American system of government, examines the role of political parties, social factors as they relate to the role of the citizen, and analyzes the decision-making process that are a part of the system of American political behavior. This course meets the state's Citizenship requirement for graduation.
45.06100	Economics/Business/Free Enterprise	An introductory course into the principles of economics. The course includes topics related to Fundamental Economic Concepts, Microeconomics Concepts, Macroeconomics Concepts, International Economics, and Personal Finance Economics.
45.07700	Advanced Placement Human Geography	Conforms to the College Board topics for Advanced Placement Human Geography. Covers how to think geographically, population and migration, cultural, political, agriculture and rural land-use, cities and urban land-use, and industrial and economic development patterns and processes.
45.08100	United States History	Examines the history of the United States beginning with the British settlement of North America. The course's main focus is the development of the United States in the 20th and 21st centuries. The course includes topics related to Colonization through the Constitution; New Republic to Reconstruction; Industrialization, Reform, and Imperialism; Establishment as a World Power; and the Modern Era.
45.08300	World History	A survey course beginning with the earliest civilizations and highlighting important developments throughout the world until the early 21st century. The course includes topics related to Early Civilizations and Classical Empires; Growth, Expansion, and the Emergence of the Modern World; Global Interaction and Conflict; and the Contemporary World.

## Health / Physical Education

Course Number	Course Title	Description
36.05800	Health and Personal Fitness Combined <i>Note: This course includes all standards from both of the required one half unit courses - Health (17.01100) and Personal Fitness (36.05100).</i>	Explores the mental, physical and social aspects of life and how each contributes to total health and well-being. Emphasizes first-aid and CPR, bus safety, nutrition, mental health, substance abuse prevention, disease prevention, environmental health, family life education, health careers, consumer health, and community health. ADAP test administered as prerequisite to obtaining a class D drivers license. Provides instruction in methods to attain a healthy level of physical fitness. Covers how to develop a lifetime fitness program based on a personal fitness assessment and stresses strength, muscular endurance, flexibility, body composition and cardiovascular endurance. Includes fitness principles, nutrition, fad diets, weight control, stress management, adherence strategies and consumer information; promotes self-awareness and responsibility for fitness. Fit-gram administered for assessing personal fitness levels.
17.01100	Health	Explores the mental, physical and social aspects of life and how each contributes to total health and well-being. Emphasizes first-aid and CPR, bus safety, nutrition, mental health, substance abuse prevention, disease prevention, environmental health, family life education, health careers, consumer health, and community health. ADAP test administered as prerequisite to obtaining a class D drivers license.
36.02100	Introductory Team Sports	Introduces fundamental skills, strategies, and rules associated with team sports such as basketball, volleyball, soccer, softball, baseball, field hockey, lacrosse, team handball, and flag football.
36.03100	Intermediate Team Sports	Enhances skills and strategies in team sports such as basketball, volleyball, soccer, softball, baseball, field hockey, lacrosse, team handball and flag football.
36.04100	Advanced Team Sports	Provides opportunities to officiate and to enhance skills in team sports strategies.
36.05100	Personal Fitness	Provides instruction in methods to attain a healthy level of physical fitness. Covers how to develop a lifetime fitness program based on a personal fitness assessment and stresses strength, muscular endurance, flexibility, body composition and cardiovascular endurance. Includes fitness principles, nutrition, fad diets, weight control, stress management, adherence strategies and consumer information; promotes self-awareness and responsibility for fitness. Fit-gram administered for assessing personal fitness levels.
36.05200	Physical Conditioning	Provides opportunities to participate in a variety of activities to enhance flexibility, muscular strength and endurance, cardiovascular endurance and body composition. Includes fitness concepts for the development of healthy lifetime habits.
36.05400	Weight Training	Introduces weight training; emphasizes strength development training and proper lifting techniques. Includes fitness concepts for developing healthy lifetime habits.
36.05600	Body Sculpting	Provides methods to redefine body shape through specific exercises. Covers weight training, conditioning exercises and proper nutrition to improve muscle tone, muscle definition, posture, bodily proportions, overall condition of the body and increase energy levels. Based on the American College of Sports Medicine guidelines for fitness and conditioning programs.
36.06100	Advanced Personal Fitness	Enhances strength and muscular endurance, flexibility and cardiovascular endurance. Emphasizes self-management and adherence strategies.
36.06200	Advanced Physical Conditioning	Enhances cardiovascular endurance, flexibility, muscular strength and endurance and body composition. Emphasizes self-management and adherence strategies.
36.06400	Advanced Weight Training	Increases strength and cardiovascular fitness through an individualized weight training program. Emphasizes self-management and adherence strategies.
36.06600	Advanced Body Sculpting	Provides additional opportunities to redefine body shape through specific exercises. Covers weight training, conditioning exercises and proper nutrition to improve muscle tone, muscle definition, posture, bodily proportions, overall condition of the body and increase energy levels. Based on the American College of Sports Medicine guidelines for fitness and conditioning programs. Promotes healthy means to body sculpting goals.

Course Number	Course Title	Description
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## Early Childhood

20.42400	Early Childhood Education II	Early Childhood Education II is the second course in the Early Childhood Care and Education pathway and further prepares the student for employment in early childhood care and education services. The course provides a history of education, licensing and accreditation requirements, and foundations of basic observation practices and applications. Early childhood care, education, and development issues are also addressed and include health, safety, and nutrition education; certification in CPR/First Aid/Fire Safety; information about child abuse and neglect; symptoms and prevention of major childhood illnesses and diseases; and prevention and control of communicable illnesses.
20.42600	Early Childhood Education Practicum	The practicum offers a candidate in the Early Childhood Education career pathway a field experience under the direct supervision of a certified early childhood educator (mentor). This field experience may be used as partial requirements for the candidate to earn the nationally recognized CDA credential. The practicum stresses observing, analyzing, and classifying activities of the mentor and comparing personal traits with those of successful early childhood educators. The candidate intern will develop a portfolio of their skills, plan and teach a lesson or lessons, understand and practice confidentiality as it pertains to the teaching profession, meet the needs of students with special needs, maintain the safety of the students, practice professionalism, and demonstrate ethical behavior.
20.52810	Early Childhood Education I	The Early Childhood Education I course is the foundational course under the Early Childhood Care & Education pathway and prepares the student for employment in early childhood education and services. The course addresses the knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development of infants and children. The pre-requisite for this course is advisor approval.

## Culinary Arts

20.41710	Food & Nutrition Through the Lifespan (FCS-FNL) <i>Course meets fourth science requirement.</i>	Food and Nutrition through the Lifespan is an advanced course in food and nutrition that addresses the variation in nutritional needs at specific stages of the human life cycle: lactation, infancy, childhood, adolescence, and adulthood including old age. The most common nutritional concerns, their relationship to food choices and health status and strategies to enhance well-being at each stage of the lifecycle are emphasized. This course provides knowledge for real life and offers students a pathway into dietetics, consumer foods, and nutrition science careers with additional education at the post-secondary level.
20.53100	Introduction to Culinary Arts (FCS-ICA)	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.
20.53210	Culinary Arts I (FCS-CAI)	Culinary Arts I is designed to create a complete foundation and understanding of Culinary Arts leading to post secondary education or a foodservice career. Building from techniques and skills learned in Foundation of Culinary Arts, this fundamentals course begins to involve in-depth knowledge and hands on skill mastery of Culinary Arts.
20.53310	Culinary Arts II (FCS-CAII)	Culinary Arts II is an advanced and rigorous in-depth course designed for the student who has continued the Culinary Arts Pathway and wishes to continue their education at the post secondary level or enter the foodservice industry as a proficient and well rounded individual. Strong importance is given to refining hands on production of the classic fundamentals in the commercial kitchen.

## Agricultural

Course Number	Course Title	Description
01.41200	Agribusiness Management and Leadership (AG-AML)	The Agribusiness Management and Leadership course provides a foundation for students interested in pursuing a degree in agribusiness through post-secondary study or to enter the agribusiness industry upon graduation from high school. The student will demonstrate competence in the application of principles and practices of agribusiness management and leadership. The course will help students build a strong knowledge base of the agribusiness industry as they study agribusiness types, business management, financial analysis, communications, agricultural law, leadership and teamwork, ethics, and agricultural economics. Mastery of these standards through project-based learning and leadership development activities in the FFA and supervised agricultural experience program will help prepare students for post-secondary study or entry into agribusiness.
01.42100	Agricultural Mechanics Technology I (AG-AM I)	This laboratory course is designed to provide students with introductory level experiences in selected major areas of agricultural mechanics technology which may include small engine maintenance and repair, wood working, electrical wiring, and maintenance of agricultural machinery, equipment, and tractors. Learning activities include information, skill development, and problem solving.
01.42200	Agricultural Mechanics Technology II (AG-AM II)	The goal of this laboratory course is to offer students intermediate level experiences in selected major areas of agricultural mechanics technology which may include small engine maintenance and repair, concrete construction, building construction, plumbing, electrical wiring, and maintenance of agricultural machinery, equipment and tractors. Learning activities include information, skill development, and problem solving.
01.46100	General Horticulture and Plant Science (AG-GH/PS) <i>Course meets fourth science requirement.</i>	This course is designed as an introduction for the Horticulture/Plant Science Pathway Program of Study. The course introduces the major concepts of plant and horticulture production. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.
01.47000	Nursery and Landscape (AG-NL)	This course is designed to provide students with the basic skills and knowledge utilized in nursery production and landscape management. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.
02.47100	Basic Agricultural Science	This course is designed as an introduction or support course for the Agriscience Pathway Program of Study. The course introduces the major areas of scientific agricultural production, 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.
03.45100	Forest Science (AG-FS) <i>Course meets fourth science requirement.</i>	This course provides entry-level skills for employment in the forest industry and for further study. The course covers establishing forests by natural and artificial means, maintaining and surveying forests, identifying and protecting trees, practicing silviculture, measuring trees and land, mapping, preparing for timber sales and harvest, employing multiple-use resource management, and keeping records. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.
03.45300	Wildlife Management (AG-WL) <i>Course meets fourth science requirement.</i>	This course introduces students to the principles of wildlife management and conservation and to opportunities for further education and careers in the field of wildlife biology. The course includes instruction in the history of wildlife management, ecological concepts, habitat assessment, habitat management techniques for wildlife, population dynamics, predator-prey relationships, wildlife species biology and identification, human-wildlife conflict resolution, the role of hunting in conservation, game and fish laws and regulations, hunters safety, and the application of scientific principles to managing wildlife habitat and populations. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.

Course Number	Course Title	Description
<b>Marketing</b>		
08.44100	Marketing and Entrepreneurship	Marketing and Entrepreneurship is the second course in the Marketing and Management Career Pathway. Marketing and Entrepreneurship begins an in-depth and detailed study of marketing while also focusing on management with specific emphasis on small business ownership. This course builds on the theories learned in Marketing Principles by providing practical application scenarios which test these theories. In addition, Marketing and Entrepreneurship focuses on the role of the supervisor and examines the qualities needed to be successful. In order to increase the number of application experiences, students should participate in (1) Work-Based Learning (WBL) activities in the classroom and possibly in a formal WBL Program; (2) DECA Career and Technical Student Organization competitive events that are directly aligned with course standards and (3) a School-Based Enterprise. The prerequisite for this course is Marketing Principles.
08.44200	Marketing Management	Marketing Management is the third course in the Marketing and Management pathway. In Marketing Management students assume a managerial perspective by applying economic principles in marketing, analyzing operation's needs, examining channel management and financial alternatives, managing marketing information, pricing products and services, developing product/service planning strategies, promoting products and services, purchasing, and professional sales. This course also includes global marketing where students analyze marketing strategies employed in the United States versus those employed in other countries. In order to increase the number of application experiences, students should participate in (1) Work-Based Learning (WBL) activities in the classroom and perhaps in a formal WBL Program; (2) DECA Career Technical Student Organization (CTSO) competitive events that are directly aligned with course standards. The prerequisite for this course is Marketing and Entrepreneurship.
08.47400	Marketing Principles	the foundational course for the Marketing and Management pathway. Marketing Principles addresses all the ways in which marketing satisfies consumer and business needs and wants for products and services. Students develop a basic understanding of Employability, Foundational and Business Administration skills, Economics, Entrepreneurship, Financial Analysis, Human Resources Management, Information Management, Marketing Operations, Professional Development, and Global Marketing strategies. DECA applications are incorporated in this course
<b>Business and Technology</b>		

Course Number	Course Title	Description
07.44100	Business and Technology	<p>Business and Technology is designed to prepare students with the knowledge and skills to be an asset to the collaborative, global, and innovative business world of today and tomorrow. Mastery use of spreadsheets and the ability to apply leadership skills to make informed business decisions will be a highlight of this course for students. Publishing industry appropriate documents to model effective communication and leadership will be demonstrated through project-based learning. Students will use spreadsheet and database software to manage data while analyzing, organizing and sharing data through visually appealing presentation. Various forms of technologies will be used to expose students to resources, software, and applications of business practices. 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 organization, Future Business Leaders of America (FBLA), are integral components of the employability skills standard for this course. Business and Technology is the second course in the Business and Technology pathway in the Business Management and Administration cluster. Students enrolled in this course should have successfully completed Introduction to Business and Technology. After mastery of the standards in this course, students should be prepared to earn an industry recognized credential: Microsoft Office Specialist Excel Associate Certification.</p>
07.44130	Introduction to Business and Technology	<p>Introduction to Business &amp; Technology is the foundational course for the Business and Technology pathway. The course is designed for high school students, 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. 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. 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 organization, Future Business Leaders of America (FBLA), 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 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. Introduction to Business &amp; Technology is a course that is appropriate for all high school students. After mastery of the standards in this course, students should be prepared to earn an industry recognized credential: Microsoft Office Specialist Word Associate Certification.</p>

Course Number	Course Title	Description
07.45100	Business Communications	As one of the most important skills for employers, students will explore the value of communication in their personal and professional life. The digital presence and impact of written and visual communication in a technological society will be addressed. Students will create, edit, and publish professional appearing business documents with clear and concise communication. Creative design, persuasive personal and professional communications will be applied through research, evaluation, validation, written, and oral communication. Leadership development and teamwork skills will be stressed as students work independently and collaboratively. Presentation skills will be developed and modeled for students as they master presentation software in this course. Various forms of technologies will be used to expose students to resources, software, and applications of communications. 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 organization, Future Business Leaders of America (FBLA), are integral components of the employability skills standard for this course. Business Communications is the third course in the Business and Technology pathway in the Business Management and Administration cluster. Students enrolled in this course should have successfully completed Introduction to Business and Technology and Business and Technology. After mastery of the standards in this course, students should be prepared to take the end of pathway assessment in this career area.
<b>Fine Arts</b>		
52.02100	Theatre Arts/Fundamentals I	This course serves as an introduction to the theatre arts. Students investigate theatre as a whole by exploring the techniques and origins of a wide variety of theatre arts in various cultures and periods. Dramatic Arts/Fundamentals I and serves as prerequisite for other theater/drama courses. Develops and applies performance skills through access to basic vocal, physical and emotional exercises; includes improvisation and scene study and related technical art forms.
52.02200	Theatre Arts/Fundamentals II	Enhances level-one skills by producing and studying children's theater in depth with performance opportunities.
52.02300	Dramatic Arts/Fundamentals III	Enhances level-two skills by producing and studying literature as related to theater. Provides opportunities for performance with focus on language arts classes.
53.03610	Beginning Band I (Grades 9-12)	Provides opportunities to develop performance skills on a wind or percussion instrument. Emphasizes performance and production. May include analysis, historical and cultural influences, improvisation, and appreciation of music. Organizes objectives for self-paced progress. Stresses individual progress and group experiences.
53.03630	Beginning Band III (Grades 9-12)	Enhances level-two skills. Provides opportunities to develop performance skills and precision on a wind or percussion instrument. Continues emphasis on performance, production, and analysis. Includes historical and cultural contributions and influences, and creative aspects and appreciation of music. Builds reading skills and independent performance of one's part in an ensemble. Stresses individualized learning and group experiences.

Course Number	Course Title	Description
53.03710	Intermediate Band I (Grades 9-12)	This performance-based class provides opportunities for intermediate-level performers to increase performance skills and precision on a wind or percussion instrument. Includes performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music, and appreciation of music. Stresses individual progress and learning and group experiences. Strengthens reading skills. Individual growth and achievement are encouraged through participation in adjudicated solo and ensemble festivals, district honor bands, and private lessons. Participation in concert performances outside of regular class hours is expected.
53.03730	Intermediate Band III (Grades 9-12)	This performance-based class enhances level-two skills and provides further opportunities for intermediate-level performers to build independence and leadership within the ensemble. Covers performance and production, analysis and historical and cultural contributions and influences, creative aspects of music, and appreciation of music. Stresses individualized learning and group experiences. Individual growth and achievement are encouraged through participation in adjudicated solo and ensemble festivals, district honor bands, and private lessons. Participation in concert performances outside of regular class hours is expected.
53.03740	Intermediate Band IV (Grades 9-12)	This performance-based class enhances level-three skills and provides further opportunities for intermediate-level performers to increase performance skills and precision, and build independence and leadership skills within the ensemble. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music, and appreciation of music. Stresses self-paced progress, practice strategies, and group experiences. Individual growth and achievement are encouraged through participation in adjudicated solo and ensemble festivals, district honor bands, and private lessons. Participation in concert performances outside of regular class hours is expected.
53.03810	Advanced Band I (Grades 9-12)	This performance-based class provides opportunities for advanced-level performers to increase, develop and refine performance skills and precision on a wind or percussion instrument. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music, and appreciation of music at advanced levels of understanding. Organizes objectives for self-paced progress. Stresses individual progress and learning strategies, and ensemble experiences. Individual growth and achievement are encouraged through participation in adjudicated solo and ensemble festivals, district honor bands, and private lessons. Participation in concert performances outside of regular class hours is expected.
53.07110	Beginning Choral Ensemble I	Provides opportunities to develop performance skills and knowledge in ensemble singing. Limited to 16 to 20 performers and may include any style period. Covers performance and production, analysis and theoretical studies, historical and cultural influences, creative aspects of music and appreciation of music. Stresses balance of individual progress and group success.
53.07120	Beginning Choral Ensemble II	Enhances level-one skills and provides further opportunities to develop and refine performance skills and knowledge in large group choral singing. Limited to 16 to 20 performers, may include choral literature of all style periods. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.
53.07130	Beginning Choral Ensemble III	Enhances level-two skills and provides further opportunities to develop performance skills and knowledge in large group choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

<b>Course Number</b>	<b>Course Title</b>	<b>Description</b>
53.07140	Beginning Choral Ensemble IV	Enhances level-three skills and provides further opportunities to develop performance skills and knowledge in large group choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences; focuses on tone, balance and vocal production.
53.07310	Advanced Choral Ensemble I	Provides opportunities for advanced-level performers to increase performance skills and knowledge in large group choral singing. Limited to 16 to 20 performers and includes madrigal, notes, quartet and solo literature of all style periods. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences and a variety of styles appropriate to the smaller ensemble.
53.07320	Advanced Choral Ensemble II	Enhances level-one skills and provides further opportunities for advanced-level performers to increase performance skills and knowledge in large group choral singing. Limited to 16 to 120 performers and includes madrigal, notes, quartet and solo literature of all style periods. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.
53.07330	Advanced Choral Ensemble III	Enhances level-two skills and provides further opportunities for advanced-level performers to increase performance skills and knowledge in large group choral singing. Limited to 16 to 20 performers and includes madrigal, notes, quartet and solo literature of all style periods. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.
53.07340	Advanced Choral Ensemble IV	Enhances level-three skills and provides further opportunities for advanced-level performers to increase performance skills and knowledge in large group choral singing. Limited to 16 to 20 performers and includes madrigal, notes, quartet and solo literature of all style periods. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.
<b>Welding</b>		
46.54500	Industry Fundamentals and Occupational Safety (AC-IFOS)	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.
48.55100	Welding I (ACCT-WI)	This course is designed to allow students to master basic welding techniques. Students will identify, rate, select, and use proper weld techniques to produce quality beads. The student will also properly prepare base metal to produce good weld quality. Minimum performance requirements for this course are based on successful student completion according to the National Center for Construction Education and Research Center (NCCER) Occupational Standards.

Course Number	Course Title	Description
48.55200	Welding II (ACCT-WII)	This course is designed to allow students to master basic welding techniques such as producing quality fillet welds and advanced metal cutting processes. Students will interpret welding symbols and use joint fit-up tools to produce quality fillet welds. Minimum performance requirements for this course are based on successful student completion according to the National Center for Construction Education and Research Center (NCCER) Occupation Standards.
48.55300	Welding III (ACCT-WIII)	This course is designed to allow students to master intermediate shielded metal arc welding techniques used in 1G, 3G, 4G, 5G, and 6G positions on groove welds with backing and open V-butt welds. Upon completion of this course, students will be able to enter into an entry-level job as a welder or advance to a higher degree of learning. Minimum performance requirements for this course are based on successful student completion according to the National Center for Construction Education and Research Center (NCCER) Occupation Standards.
48.55400	Welding IV (ACCT-WIV)	This course is designed to allow students to master intermediate shielded metal arc welding techniques used in 1G, 3G, 4G, 5G, and 6G positions in open-root pipe welds. Also included is the development of skills in reading welding detail drawings and air carbon cutting arc and gouging. Upon completion of this course students will be able to enter into an entry-level job as a welder or advance onto a higher degree of learning. Minimum performance requirements for this course are based on successful student completion according to the National Center for Construction Education and Research Center (NCCER) Occupation Standards.
48.58100	Introduction to Metals (ACCT-ITM)	The metals technology curriculum, Introduction to Metals, is designed to acquaint participants with the three major technical occupations (welding, sheet metal, and machining) that are available in the metal forming, manufacturing, and metals/construction industries. The various activities equip high school students with the skills needed to select a metal industry occupation, enter the work force, and continue to advance in one of these specialized metals occupations. Experiences include an introduction to the basic requirements of each of these fields, exposure to the structure and nature of career opportunities, and an introduction to types of training and skills required and the use of specialized tools, equipment, and materials. Approximately one-third of students' time is invested in the technical aspects of the occupation with the majority of their time (two-thirds) committed to performance-based, metals-related lab activities. This course is designed to familiarize students with fundamentals of various metal occupations.

## Army JROTC

28.03100	JROTC Army Leadership Education 1 (PS-LE1)	This course includes classroom instruction and laboratory instruction in the history, customs, traditions and purpose of Army JROTC. It contains the development of basic leadership skills to include leadership principles, values and attributes. Development of core skills students should master, an appreciation for diversity, and active learning strategies are integrated throughout the course. Emphasis is placed on writing skills and oral communications techniques. Financial planning is introduced. Physical fitness, diet, nutrition, healthy lifestyles and awareness of substance abuse and prevention and basic first aid measures are additional content areas. An overview of geography and the globe are incorporated. Also included is a study of the U.S. Constitution, Bill of Rights, responsibilities of U.S. citizens and the federal justice system. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.
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Course Number	Course Title	Description
28.03200	JROTC Army Leadership Education 2 (PS-LE2)	<p>This course includes classroom instruction and laboratory instruction expanding on skills taught in LET 1. This course introduces equal opportunity and sexual harassment. It provides instruction on leadership styles and practical time to exercise leadership theories as well as the basic principles of management. It provides self assessments that help students determine their skill sets and opportunities to teach using accepted principles and methods of instruction. It emphasizes community projects to assist in drug prevention efforts, includes dietary guidelines and fitness and introduces map-reading skills. It discusses the significant events that helped shape and develop the Constitution and government and teaches the role of political parties in the election process. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.</p>
28.03300	JROTC Army Leadership Education 3 (PS-LE3)	<p>This course includes classroom instruction and laboratory instruction expanding on the skills taught in LET 1 - 2. This course allows cadets to investigate the interrelationships of the services while it continues to build their leadership development and decision-making skills. It includes negotiation skills and management principles. It emphasizes staff procedures and provides leadership situations and opportunities to handle various leadership situations as well as preventing violence and managing anger. The research, identification, planning, and execution of service learning activities are included. This course gives cadets the opportunity to apply basic concepts of career exploration strategies and planning. It teaches how to create a career portfolio and plan for college or work. Financial management principles are studied further. Skills for orienteering and/or land navigation are developed. Includes studies in the federal judicial system and how historical events shaped social systems. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.</p>
28.03400	JROTC Army Leadership Education 4 (PS-LE4)	<p>This course includes classroom instruction and laboratory instruction expanding on the skills taught in LET 1-3. It focuses on creating a positive leadership situation, negotiating, decision-making, problem solving, planning, team development, project management, and mentoring. It provides the opportunity to demonstrate leadership potential in an assigned command or staff position within the cadet battalion organizational structure. It includes how to use emotional intelligence in leadership situations as well as how to maintain a positive attitude. It provides instruction on etiquette, daily planning, financial planning, and careers. It includes requirements for the practical application of leadership duties. It emphasizes physical fitness through healthy individual and group competition. The interactions between groups of people and how they affect the area's cultural, economic, and political characteristics are discussed. It explores various methods on determining distance, direction, and locations as well as environmental issues. Concepts of democracy and freedom and how to influence local governments are discussed. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.</p>

Course Number	Course Title	Description
28.03500	JROTC Army Leadership Education 5 (PS-LE5)	This course includes classroom instruction and laboratory instruction in teamwork, Maslow's hierarchy of needs, speaking and writing, developing potential, self-image, self-esteem and personal values, creating your own success, setting goals, developing dental hygiene and appreciation of music, learning how to study search for a career and write a resume, study smart, build a team, resolve conflicts and perform community service. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.
28.03500	JROTC Army Leadership Education 5 (PS-LE5)	This course includes classroom instruction and laboratory instruction in teamwork, Maslow's hierarchy of needs, speaking and writing, developing potential, self-image, self-esteem and personal values, creating your own success, setting goals, developing dental hygiene and appreciation of music, learning how to study search for a career and write a resume, study smart, build a team, resolve conflicts and perform community service. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.
28.03600	JROTC Army Leadership Education 6 (PS-LE6)	This course includes classroom instruction and laboratory instruction in defining potential, understanding attitude and its relationship to performance, understanding conditioning and motivation, developing success habits and thought processes, understanding how words and self-image affect performance, learning how to write positive affirmations and use them to affect positive change. Study character education and development and perform a community service project based on what you have learned. Students can earn 2 college credits from the University of Colorado at Colorado Springs (UCCS)* for completing studies in character education and performing related service projects. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.
28.03700	JROTC Army Leadership Education 7 (PS-LE7)	This course includes classroom instruction and laboratory instruction in economics. Students will learn how to manage their finances, budget, save, invest, purchase insurance and manage credit. Once they have completed the course in financial management/economics and performed a related service, they can earn 2 college credits from the University of Colorado at Colorado Springs UCCS)*. They are expected to take leadership roles in the community service projects performed based on their high level of leadership development. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.

Course Number	Course Title	Description
28.03800	JROTC Army Leadership Education 8 (PS-LE8)	This course includes classroom instruction and laboratory instruction in writing and advanced citizenship. Students will learn the basic components of writing to prepare for college English or their career. They will use citizenship action groups to perform community service projects related to government processes. Once they have completed a course in citizenship and performed a related service, they can earn 2 college credits from the University of Colorado at Colorado Springs (UCCS)*. They are expected to take leadership roles in the community service projects performed based on their high level of leadership development. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.

## Engineering, Technology and Video Broadcasting

10.51510	Broadcast/Video Production Lab (ACCT-BVPL)	This course is laboratory based and allows the student to further develop skills and competencies learned in earlier courses. Emphasis is on performing at an independent level of proficiency and refine building a digital portfolio of his/her work for college entrance or industry placement. Topics of this laboratory based course include specialization selection, production, career portfolio, communication skills, and professional ethics. Competencies are obtained through service projects that represent the school or community in a professional manner. SkillsUSA, Georgia Scholastic Press Association, Technology Student Association (TSA), and the Student Television Network are examples of but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and technical skills and may be considered an integral part of the instructional program. Skills learned in previous BVP courses are applicable to this course. Instructor approval of digital portfolio (as needed for satisfactory completion of BVP3) required prior to registration for this course.
10.51610	Broadcast / Video Production Research (ACCT-BVPR)	Production Research is an advanced course in broadcast producing and directing and is intended to provide great challenge and sense of accomplishment. The course is intended to prepare the student to thoroughly design and successfully execute a series of advanced broadcasting productions. This course stimulates the student to explore the potentials of the medium and to discover those materials, instruments, and techniques that are unique to the broadcasting medium. It will also prepare the students to become media researchers, artists, and professionals. In a sense, the emphasis is on the creative aspect of broadcasting communication. SkillsUSA, Georgia Scholastic Press Association, Technology Student Association (TSA), and the Student Television Network are examples of, but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and technical skills and may be considered an integral part of the instructional program. Skills learned in previous BVP courses are applicable to this course. Instructor approval of digital portfolio(as needed for satisfactory completion of BVP3) required prior to registration for this course.

Course Number	Course Title	Description
10.51810	Audio and Video Technology and Film	This course will serve as the foundational course in the Audio & Video Technology & Film pathway. The course prepares students for employment or entry into a postsecondary education program in the audio and video technology career field. Topics covered may include, but are not limited to: terminology, safety, basic equipment, script writing, production teams, production and programming, lighting, recording and editing, studio production, and professional ethics. Skills USA, the Georgia Scholastic Press Association, Technology Student Association (TSA) and Student Television Network are examples of, but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and technical skills and may be considered an integral part of the instructional program. All material covered in Audio & Video Technology & Film I will be utilized in subsequent courses. The pre-requisite for this course is advisor approval.
10.51910	Audio-Video Technology and Film II	This one credit course is the second in a series of three that prepares students for a career in Audio Video Technology and Film production and/or to transfer to a postsecondary program for further study. Topics include Planning, Writing, Directing and Editing a Production; Field Equipment Functions; Operational Set-Up and Maintenance; Advanced Editing Operations; Studio Productions; Performance; Audio/Video Control Systems; Production Graphics; Career Opportunities; and Professional Ethics. Skills USA, the Georgia Scholastic Press Association, Technology Student Association (TSA) and Student Television Network are examples of, but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and technical skills and may be considered an integral part of the instructional program.
10.52010	Audio-Video Technology and Film III	This one-credit transition course is designed to facilitate student-led projects under the guidance of the instructor. Students work cooperatively and independently in all phases of production. Skills USA, the Georgia Scholastic Press Association, Technology Student Association (TSA), and Student Television Network are examples of, but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and technical skills and may be considered an integral part of the instructional program.
21.42500	Foundations of Engineering and Technology	The Foundations of Engineering and Technology is the introductory course for the Engineering and Technology Education pathways. This STEM driven course provides the students with an overview of engineering and technology including the different methods used in the engineering design process developing fundamental technology and engineering literacy. Students will demonstrate the skills and knowledge they have learned through various project based activities while using an engineering design process to successfully master the “E” in STEM. The pre-requisite for this course is advisor approval.
21.47100	Engineering Concepts	Engineering Concepts is the second course in the Engineering and Technology Pathway. Students will learn to design technical solutions to engineering problems using a whole systems approach to engineering design. Students will demonstrate the application of mathematical tools, teamwork, and communications skills in solving various design challenges, while maintaining a safe work environment. The prerequisite for this course is Foundations of Engineering and Technology.
21.47200	Engineering Applications	Engineering Applications is the third course in the Engineering and Technology Pathway. Students will apply their knowledge of Science, Technology, Engineering, and Math (STEM) to develop solutions to technological problems. Solutions will be developed using a combination of engineering software and prototype production processes. Students will use market research, cost benefit analysis, and an understanding of the design cycle to create and present design, marketing, and business plans for their solutions. A capstone project will allow students to demonstrate their depth of knowledge of the engineering design process and prepare them for future opportunities in the field of engineering. The prerequisite for this course is Engineering Concepts.

Course Number	Course Title	Description
<h2>Healthcare</h2>		
25.43700	Allied Health and Medicine	<p>This course is designed to offer students (preferably upper classmen - juniors or seniors) the opportunity to become effective and efficient multi-skilled healthcare providers as they develop a working knowledge of various allied health opportunities. Students focusing on a career path in the healthcare field may apply classroom/lab knowledge and skills in the clinical setting as they participate in direct or simulated client care. The curriculum allows instructors to provide options for classroom/student growth opportunities in area(s) of interest to the student. These options may be determined by community need, available resources, and/or student interest, etc. This course was developed according to a basic 50-minute class time frame, but may be adjusted according to local system schedules. Instructors may select which classroom content standards 1-14 best meet his/her individual classroom needs in addition to the required clinical/capstone project to equal total class time available for the course.</p>
25.44000	Essentials of Healthcare <i>Course meets fourth science requirement; Students who earn 1 unit of credit for this course shall also receive 1 unit of credit for Human Anatomy and Physiology, course number 26.07300 beginning for students enrolled in the 2014-2015 school year and subsequent years.</i>	<p>Anatomy and Physiology is a vital part of most healthcare post-secondary education programs. The Essentials of Healthcare is a medical-focused anatomy course addressing the physiology of each body system, along with the investigation of common diseases, disorders and emerging diseases. The prevention of disease and the diagnosis and treatment that might be utilized are addressed, along with medical terminology related to each system. This course provides an opportunity to demonstrate technical skills that enforce the goal of helping students make connections between medical procedures and the pathophysiology of diseases and disorders. The prerequisite for this course is Introduction to Healthcare.</p>
25.44900	Patient Care Technician	<p>This optional fourth course is designed to offer senior students the opportunity to become effective and efficient multi-skilled healthcare providers by practicing skills learned in Patient Care Fundamentals and developing a working knowledge of advanced patient care skills, including basic cardiology, 12-lead EKG's, oxygen therapy, basic phlebotomy, and specimen collection and processing. When taken as the fourth course in the Therapeutic Services – Patient Care Fundamentals pathway, students successfully completing the requirements may be eligible to sit for Patient Care Technician Certification. The prerequisites for this course include Introduction to Healthcare Science, Essentials of Healthcare, and Patient Care Fundamentals.</p>
25.49700	Health Information Management/Medical Office	<p>This course will orient the student to health information management and working in a medical office. Topics include introducing students to skills and knowledge utilized in a medical office, the structure of healthcare in the United States, healthcare providers, and the structure and function of professional organizations. The course provides students with medical office computer and software skills that include hardware and software components of computers for medical record applications; database software and information management; specialized information management systems in healthcare; methods of controlling confidentiality and patient rights; and accuracy and security of health information data in computer systems. Prerequisites for this course are Introduction to Healthcare and Essentials of Healthcare. **With optional participation in a supplemental telemedicine online training there is the potential for telemedicine certification if all requirements are met. **Successful completion of this career pathway along with any other requirements may lead to a potential eligibility to take the Certified Electronic Health Records Specialist Exam through a certifying body.</p>

Course Number	Course Title	Description
25.52100	Introduction to Healthcare Science (HS – IHS)	**With optional participation in a supplemental telemedicine online training there is the potential for telemedicine certification if all requirements are met. **Successful completion of this career pathway along with any other requirements may lead to a potential eligibility to take the Certified Electronic Health Records Specialist Exam through a certifying body.
25.52600	Medical Services Internship (HS-TSMI)	This internship focuses on the applications of medical services skills and technology. Recommended course length is 150 hours with content focus as delineated in the internship performance standards. A minimum of 90 clinical application hours is required. The additional 60 internship hours may be utilized in the class, lab, or clinic settings.
25.57700	Clinical Lab II	The goal of this course is to provide fundamental clinical laboratory-assistant skills and knowledge to include the use of laboratory equipment, safety in the lab, quality control and assurance, hematology, urinalysis, serology/immunology, immunohematology, and knowledge of phlebotomy procedures. Students will have the opportunity to explore careers in the clinical lab industry and the education required at each level.