

2023-2024

Cass High School Course Catalog

Administration

Principal: Mr. Steven Revard

Assistant Principal: Mr. Bill Johnson

Assistant Principal: Dr. Nicky Moore

Assistant Principal: Mrs. Jennifer Suarez

Graduation Requirements

There is one common set of high school graduation requirements for all students. Fulfillment of these graduation requirements will earn a student a high school diploma. However, colleges may have different requirements for admission. **Students should check the admission requirements of the college they wish to attend.** Students are encouraged to reach out to colleges directly if they have questions about admissions.

All Cass students are required to complete a pathway in either a Fine Arts, World Language, CTAE or Advanced academic. Many classes are required for graduation – including.

Subject	Required Credits	Graduation Requirements
English	4	9 th Lit, American Lit
Math	4	Algebra I, Geometry, Algebra II,
Social Studies	3	Government, World history, US History, Economics
Science	4	Biology, Chemistry/Environmental Science, Physics/Physical Science,
Health/Personal fitness	1	
Electives	3	CTAE, World Language, Fine Arts
Additional Electives	4	
Total	23	Students should graduate with 32 credits!

Grade Scale

The Bartow County School system utilizes the following grade scale

A = 90-105 B=80-89 C=70-79 F= Below 70

Cass High School uses both the NGA (Numerical Grade Average) as well as the GPA (Grade Point Average). If a student takes an honors level course, they will have three quality points added to their average at the end of the semester. If a student takes an AP course, they will have five quality points added to their grade at the end of the semester. No quality points are awarded if the student fails the course. Course placement is determined by each department in conjunction and consultation with the counseling department.

Course Offerings

Please note, that these classes must be taken in sequential order. For example, a student is not permitted to take Carpentry II before they take Carpentry I. Additionally, a student may not take Algebra II before they take Geometry. If you have any questions, please contact your students counselor.

<u>Course Title</u>	<u>Grade Level</u>	<u>Prerequisites</u>
<u>English</u>		
Ninth grade literature/honors	9	N/A
Pre AP English I	9	Magnet Course only
Tenth grade literature/honors	10	N/A
American Literature/honors	11	N/A
AP Language	11	Teacher Rec
Advanced Composition/honors	12	N/A
Dramatic Writing	12	N/A
AP Literature	12	N/A
Journalism	10-12	Teacher Rec
<u>Math</u>		
GSE Foundations of Algebra	9	Teacher Rec
Algebra I/honors	9	N/A
Geometry/Honors	9-10	N/A
Algebra II/Honors	10-11	N/A
Pre-Calculus/Honors	11-12	N/A
Advanced Mathematical Decision Making	12	N/A
College Readiness Math	12	N/A
AP Calculus	12	Teacher Rec from pre-calculus
AP Statistics	12	Teacher Rec from Algebra II
AP Pre-Calculus	12	Teacher Rec from Algebra II

Science

Environmental Science	9	N/A
Biology/Honors	9-10	N/A
Chemistry/Honors	10-12	N/A
Physics/Honors	11-12	N/A
Earth Systems	12	N/A
Forensic Science	12	N/A
Human Anatomy/Honors	12	N/A
AP Chemistry	11-12	Teacher Rec/Algebra II/Honors Chemistry
AP Biology	10-12	Teacher Rec/Honors Biology
AP Physics	11-12	Teacher Rec/Geometry/Algebra II
AP Environmental Science	9-12	N/A

Social Studies

Government/Honors	9	N/A
World History/Honors	10	N/A
US History/Honors	11	N/A
Economics	12	N/A
Financial Literacy	12	N/A
Psychology	10-12	N/A
Philosophy	10-12	N/A
AP Comparative Government	10	Magnet Course Only
AP World History	10	N/A
AP US History	11	N/A
AP Macroeconomics	12	Must have taken an AP Course
AP European History	10-12	N/A
AP Psychology	10-12	N/A
AP Human Geography	9-12	N/A
AP Art History	10-12	N/A

World Language**Spanish**

Honors Spanish I	9-12	N/A
Honors Spanish II	9-12	Honors Spanish I
Honors Spanish III	9-12	Honors Spanish II
Honors Spanish IV	9-12	Honors Spanish III
AP Spanish	10-12	Teacher Rec/Honors Spanish IV

French

Honors French I	9-12	N/A
Honors French II	9-12	Honors French I
Honors French III	9-12	Honors French II
Honors French IV	9-12	Honors French III
AP French	10-12	Teacher Rec/Honors French IV

American Sign Language

Honors Sign Language I	9-12	N/A
Honors Sign Language II	9-12	Honors ASL I
Honors Sign Language III	9-12	Honors ASL II
Honors Sign Language IV	9-12	Honors ASL III

Mandarin Chinese

Honors Mandarin Chinese I	9-12	N/A
Honors Mandarin Chinese II	9-12	Honors Chinese I
Honors Mandarin Chinese III	9-12	Honors Chinese II
Honors Mandarin Chinese IV	9-12	Honors Chinese III
AP Mandarin Chinese	9-12	Teacher Rec/Honors Mandarin IV

Visual Arts

Visual Arts I	9-12	N/A
Visual Arts II	9-12	Visual Arts I
Visual Arts III	9-12	Visual Arts II
Visual Arts IV	9-12	Visual Arts III
Pottery I	9-12	Visual Arts I
Pottery II	9-12	Pottery I
Pottery III	9-12	Pottery II
Pottery IV	9-12	Pottery III
AP 3D Art	10-12	Pottery I and Visual Arts I

Theater Arts

Theater arts I	9-12	N/A
Theater arts II	9-12	Theater Arts I
Theater arts III	9-12	Theater Arts II
Theater arts IV	9-12	Theater Arts III

Band

9-12	N/A
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Chorus

9-12	N/A
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Construction

Industry Fundamentals and Occupational Safety	9-12	N/A
Introduction to Construction	9-12	Industry Fund.
Carpentry I	9-12	Intro to Construction
Carpentry II	9-12	Carpentry I

Culinary Arts

Introduction to Culinary Arts	9-12	N/A
Culinary Arts I	9-12	Intro to Culinary Arts
Culinary Arts II	9-12	Culinary Arts I

Healthcare

Introduction to healthcare science	9-12	N/A
Essentials of healthcare	9-12	Intro to healthcare
Allied Health and Medicine	10-12	Essentials of Healthcare
Applications of Public Health	10-12	Allied Health and Medicine

Agriculture

Basic Agricultural Science	9-12	N/A
General Horticulture and Plant Science	9-12	Basic Agricultural Science
Nursery Landscape	10-12	General Horticulture
Agribusiness Management	11-12	Nursery Landscape

Business and Technology

Intro to Business and Technology	9-12	N/A
Business and Technology	9-12	Intro to Business and Technology
Business Communications	10-12	Business and Technology

Digital Technology

Intro to Digital Technology	9-12	N/A
Computer Science	10-12	Intro to Digital Technology
AP Computer Science Principles	11-12	Intro to Digital Technology

Cybersecurity

Information and Technology Support	9-12	N/A
Networking Fundamentals	10-12	I.T Support
Introduction to Cyber Security	10-12	Networking Fundamentals
Advanced Cyber Security	11-12	Introduction to Cyber Security

Cosmetology

Introduction to Personal Care Services	9-12	N/A
Cosmetology Services II	10-12	N/A
Cosmetology Services III	10-12	N/A

JROTC**Weight Training/Physical Education**

Course Descriptions

English

All students must earn four units of English to meet graduation requirements. Each English course builds on its predecessor and gets more complex. Students will have summer reading assignments that they are expected to complete before each semester.

Ninth Grade Literature

For 9th grade

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 regard 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.

Pre-AP English 1For 9th grade Magnet only

This course focuses on reading, writing, and language skills that are relevant to students' current work and essential for students' future high school and college coursework. The course trains readers to observe small details in a text to arrive at a deeper understanding of the whole. It also trains writers to create complex sentences—building this foundational skill en route to sophisticated, longer-form analyses.

Tenth Grade LiteratureFor 10th Grade

This course focuses on a study of literary genres and informational texts; the students develop understanding that theme is what relates literature to life and that themes are recurring in the literary world. The students explore the effect of themes in regard to interpretation. The students will read across the curriculum to develop academic and personal interests in different subjects. While the focus is writing argument in tenth grade literature, the student will also demonstrate competency in informative/expository and narrative writing genres. The student will engage in research, timed writings, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking, rather than in isolation. The students demonstrate an understanding of speaking and listening for a variety of purposes.

American LiteratureFor 11th Grade

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.

Advanced CompositionFor 12th Grade

This course focuses on the writing process (planning, drafting, and revising). The students will focus on different writing genres and organizational structures: expository, argument, narrative, descriptive, comparison-contrast, exemplification, process analysis, classification, cause and effect, and definition. Advanced language skills (grammar and usage) will be a major component of this class. An emphasis on research is also required.

Dramatic WritingFor 12th Grade

Applies skills to culminate in creating and developing dramatic writing for theatrical media with special emphasis on film and television. Includes development of "writerly stance" by reading, viewing, and analyzing texts and visual media from a writer's point of view, with focus on understanding the construction process and including the application of conventions of standard English grammar and usage

AP LanguageFor 11th Grade

The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their

arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts including images as forms of text—from a range of disciplines and historical periods.

AP Literature

For 12th Grade

The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

Journalism

10-12th grade

This course focuses on an introduction to journalistic writing through an analysis of newspapers, yearbooks, literary magazines, and broadcast journalism. A concentration on the following components of journalistic writing may include, but is not limited to the interview process; evaluating sources; the purpose, structure, and diction in writing; and training in the various technology used in publishing. Students should participate in news gathering, the study of journalism ethics and laws, and the aspects of copy writing, editing, and revising. If a publication is produced, the students will be exposed to the process of publishing and how to manage a successful publication.

Math

All students must earn four units of Math to meet graduation requirements. Each section of math builds upon its predecessor. Students are not advised to take a math class in a credit recovery, and will not be placed in a math credit recovery unless a meeting with the parent and student is held beforehand.

Foundations of Algebra

9th grade

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, will employ diagnostic means to offer focused interventions, and will incorporate varied instructional strategies to prepare students for required high school mathematics courses. The course will emphasize both algebra and numeracy in a variety of context including number sense, proportional reasoning, quantitative reasoning with functions and solving equations and inequalities. **This is a core mathematics course and does fulfill a mathematics requirement for graduation. However, this class is not acceptable for admittance into any four year university.** If you have questions, please contact the admissions office of the college to which you apply.

Algebra I

9th grade

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 phenomena. 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, symmetry, end behavior, and the effect of function parameters.

Geometry

10th grade

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)

Algebra II

11th grade

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)

College Ready Math

12th grade

College Readiness Mathematics is a fourth course option for students who have completed Algebra I or Coordinate Algebra, Geometry or Analytic Geometry, and Algebra II or Advanced Algebra, but are still struggling with high school mathematics standards essential for success in first year post-secondary mathematics courses required for non-STEM majors. The course is designed to serve as a bridge for high school students who will enroll in non-STEM post-secondary study and will serve to meet the high school fourth course graduation requirement. The course has been approved by the University System of Georgia as a fourth mathematics course beyond Algebra II or Advanced Algebra for non-STEM majors, so the course will meet the needs of college-bound seniors who will not pursue STEM fields.

Advanced Mathematical Decision-Making

12th grade

This is a course designed to follow the completion of Advanced Algebra, Algebra II, or Mathematics III OR Accelerated Analytic Geometry B/Advanced Algebra, Accelerated Geometry B/Algebra II, or Accelerated Mathematics II. The course will give students further experiences with statistical information and summaries, methods of designing and conducting statistical studies, an opportunity to analyze various voting processes, modeling of data, basic financial decisions, and network models for making informed decisions.

Pre-Calculus**12th grade**

Pre-Calculus is a fourth course option for students who have completed Algebra I, Geometry, and Algebra II. The course focuses on standards to prepare students for a more intense study of mathematics. The critical areas organized in seven units delve deeper into content from previous courses. The study of circles and parabolas is extended to include other conics such as ellipses and hyperbolas. Trigonometric functions are further developed to include inverses, general triangles and identities. Matrices provide an organizational structure in which to represent and solve complex problems. Students expand the concepts of complex numbers and the coordinate plane to represent and operate upon vectors. Probability rounds out the course using counting methods, including their use in making and evaluating decisions. The Mathematical Practice Standards apply throughout each 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 Advanced Algebra/Algebra II or its equivalent)

AP Pre-Calculus**12th Grade**

In AP Precalculus, students explore everyday situations and phenomena using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important practice for thriving in an ever-changing world. AP Precalculus prepares students for other college-level mathematics and science courses. The framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. Students study each function type through their graphical, numerical, verbal, and analytical representations and their applications in a variety of contexts.

AP Calculus**12th Grade**

AP Calculus AB focuses on students' understanding of calculus concepts and provide experience with methods and applications. Through the use of big ideas of calculus (e.g., modeling change, approximation and limits, and analysis of functions), each course becomes a cohesive whole, rather than a collection of unrelated topics. Both courses require students to use definitions and theorems to build arguments and justify conclusions. The courses feature a multi-representational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems. A sustained emphasis on clear communication of methods, reasoning, justifications, and conclusions is essential. Teachers and students should regularly use technology to reinforce relationships among functions, to confirm written work, to implement experimentation, and to assist in interpreting results.

AP Statistics**12thGrade**

The AP Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the AP Statistics course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics.

Science

All students must earn four units of science to meet graduation requirements. These requirements are Physics or physical science, Biology, Chemistry or Environmental science, and one additional unit.

Environmental Science

9th Grade

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.

Biology

9-10th Grade

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.

Chemistry

10-12th Grade

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.

Physics

11-12th Grade

This curriculum includes more abstract concepts such as interactions of matter and energy, velocity, acceleration, force, energy, momentum, and charge. This course introduces the students to the study of the correction to Newtonian physics given by quantum mechanics and relativity. Students investigate physics concepts through experience in laboratories and field work using the processes of inquiry.

Earth Systems

12th Grade

These systems – the atmosphere, hydrosphere, geosphere, and biosphere – interact through time to produce the Earth's landscapes, ecology, and resources. This course develops the explanations of phenomena fundamental to the sciences of geology and physical geography, including the early history of the Earth, plate tectonics, landform evolution, the Earth's geologic record, weather and climate, and the history of life on Earth. Instruction should focus on inquiry and development of scientific explanations, rather than mere descriptions of phenomena. Case studies, laboratory exercises, maps, and data analysis should be integrated into units. Special attention should be paid to topics of current interest (e.g., recent earthquakes, tsunamis, global warming, price of resources) and to potential careers in the geosciences.

Forensic Science

12th Grade

In this course students will learn the scientific protocols for analyzing a crime scene, how to use chemical and physical separation methods to isolate and identify materials, how to analyze biological evidence and the criminal use of tools, including impressions from firearms, tool marks, arson, and explosive evidence.

Human Anatomy and Physiology**12th Grade**

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. 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.

AP Biology**11-12th Grade**

This course is designed to be the equivalent of a two semester college introductory biology course usually taken by biology majors during their first year. The AP Biology course is designed to be taken by students after the successful completion of a first course in high school biology and on in high school chemistry. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. The topics covered on the course are molecules and cells, heredity and evolution, and organisms and populations.

AP Chemistry**11-12th Grade**

This course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Students should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. AP chemistry students should study topics related to the structure and states of matter (atomic theory, atomic structure, chemical bonding, nuclear chemistry, gases laws, kinetic molecular theory, liquids and solids and solutions), chemical reactions (reaction types, stoichiometry, equilibrium, kinetics, and thermodynamics), and descriptive chemistry (chemical reactivity, products of chemical reactions, relationships in the periodic table, and organic chemistry). To develop the requisite intellectual and laboratory skills, AP Chemistry students need adequate classroom and laboratory time. It is expected that a minimum of 290 minutes per week will be allotted for an AP Chemistry course. Of that time, a minimum of 90 minutes per week, preferably in one session, should be spent in the lab. The AP Chemistry course is designed to be taken after the completion of a first course in high school chemistry. In addition, the recommended mathematics prerequisite for an AP Chemistry class is the successful completion of a second-year algebra course. It is highly desirable that a student have a course in secondary school physics and a four-year college preparatory program in mathematics.

AP Physics**12th Grade**

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion.

AP Environmental Science**9-12 Grade**

AP Environmental Science is designed to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. The following themes provide a foundation for the structure of the AP Environmental Science course: (1) Science is a process, (2) Energy conversions underlie all ecological processes, (3) The Earth itself is one interconnected system, (4) Humans alter natural systems, (5) Environmental problems have a cultural and social context, and (6) Human survival depends on developing practices that will achieve sustainable systems.

Social Studies

The state of Georgia mandates that students earn three credits of social studies to meet graduation requirements. These requirements are one half credit of Government, a full credit of World History, a full credit of US History, and one half credit of economics. Students at Cass will earn four of social studies. Freshmen take a full credit of government and seniors take a full credit of economics.

Government

9th Grade

The government course provides students with a background in the philosophy, functions, and structure of the United States government. Students examine the philosophical foundations of the United States government and how that philosophy developed. Students also examine the structure and function of the United States government and its relationship to states and citizens. This course meets the state's Citizenship requirement for graduation.

World History

10th Grade

The high school world history course provides students with a comprehensive, intensive study of major events and themes in world history. Students begin with a study of the earliest civilizations worldwide and continue to examine major developments and themes in all regions of the world. The course culminates in a study of change and continuity and globalization at the beginning of the 21st century.

US History

11th Grade

The high school United States history course provides students with a survey of major events and themes in United States history. The course begins with English settlement and concludes with significant developments in the early 21st Century

Economics

12th Grade

Economics is the study of how individuals, businesses, and governments make decisions about the allocation of scarce resources. The economics course provides students with a basic foundation in the field of economics. The course has five sections: fundamental concepts, microeconomics, macroeconomics, international economics, and personal finance. In each area, students are introduced to major concepts and themes concerning that aspect of economics. These sections and the standards and elements therein may be taught in any order or sequence.

Financial Literacy

12th Grade

Financial literacy describes the skills needed for understanding the interactions of people with money and related matters. The course is designed to help students develop that understanding by describing, analyzing, and evaluating many financial topics that most students will directly experience. The standards in the course are consistent with nationally recognized concepts that are important to healthy financial literacy. The elements of the course are aligned with current technology and laws - both of which can change rapidly - so instructors should verify any information they feel may be outdated. The standards and elements can be taught in any sequence.

Psychology

10-12 Grade

Psychology is the scientific study of behavior and mental processes. It is a unique science that often necessitates the use of special measurements and research methods. The course has four sections:

psychological foundations and research, biological foundations, change in behavior and cognition, and variability of behavior among individual and groups.

Sociology**10-12 Grade**

This course is an introductory study in sociology, the study of social behavior and the organization of human society. Students will learn about the historical development of the field of sociology and the procedures for conducting research in sociology. Students will also learn the importance and role of culture, social structure, socialization, and social change in today's society.

AP Comparative Government**10th Grade**

AP Comparative Government and Politics introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures; policies; and political, economic, and social challenges of six selected countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Students compare the effectiveness of approaches to many global issues by examining how different governments solve similar problems. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments.

AP World History**10th Grade** In

AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

AP US History**11th Grade**

In AP U.S. History, students investigate significant events, individuals, developments, and processes from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures

AP Macroeconomics**12th Grade**

AP Macroeconomics is a college-level course that introduces students to the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination. It also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. AP Macroeconomics is equivalent to a one-semester introductory college course in economics.

AP European History**10-12 Grade**

In AP European History, students investigate significant events, individuals, developments, and processes from approximately 1450 to the present. Students develop and use the same skills and

methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world, economic and commercial development, cultural and intellectual development, states and other institutions of power, social organization and development, national and European identity, and technological and scientific innovations.

AP Psychology**10-12 Grade**

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation, and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas. The AP Psychology course is designed to be the equivalent of the Introduction to Psychology course usually taken during the first year of college.

AP Human Geography**9-12 Grade**

AP Human Geography introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012). The course is equivalent to an introductory college-level course in human geography.

AP Art History**10-12 Grade**

The AP Art History course welcomes students into the global art world to engage with its forms and content as they research, discuss, read, and write about art, artists, art making, and responses to and interpretations of art. By investigating specific course content of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the students develop in-depth, holistic understanding of the history of art from a global perspective. Students learn and apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms, developing understanding of individual works and interconnections across history.

World Language

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.

Spanish II

Enhances skills in Spanish and provides opportunities to increase levels of proficiency in all skill areas. Emphasizes a deeper understanding of Spanish-speaking cultures through advanced reading and advanced level topics for discussion and composition.

Spanish III

Enhances skills in Spanish and provides opportunities to increase levels of proficiency in all skill areas. Emphasizes a deeper understanding of Spanish speaking cultures through advanced reading and advanced level topics for discussion and composition.

AP Spanish

The AP Spanish Language & Culture course emphasizes communication (understanding and being understood by others) by applying interpretive, interpersonal, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language & Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. The AP Spanish Language & Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

French I

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

French II

French II focuses on the past tense and narration, as well as continuing to build vocabulary. Additionally, French II expands the Francophone world as presented in French I and prepares students to read longer French texts and participate in more advanced conversations.

French III

In this expanding engagement with French, students deepen their focus on four key skills in foreign language acquisition: listening comprehension, speaking, reading, and writing. In addition, students read significant works of literature in French, and respond orally or in writing to these works.

AP French

The AP French Language & Culture course emphasizes communication (understanding and being understood by others) by applying interpretive, interpersonal, and presentational skills in real-life

situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP French Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in French. The AP French Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

AP Mandarin Chinese

The AP Chinese Language and Culture course in Mandarin Chinese emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Chinese Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Chinese. The AP Chinese Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). The AP Chinese Language and Culture course is designed to be comparable to fourth semester (or the equivalent) college/university courses in Mandarin Chinese.

Visual Arts

Visual Arts I

Introduces art history, art criticism, aesthetic judgment, and studio production. Emphasizes the ability to understand and use elements and principles of design through a variety of media, processes, and visual resources. Explores master artworks for historical and cultural significance.

Visual Arts II

Enhances level-one skills in art history, art criticism, aesthetic judgment, and studio production. Emphasizes and reinforces knowledge and application of the design elements and their relationship to the principles of design. Explores different two- and three-dimensional art media and processes. Investigates master artworks to increase awareness and to examine the role of art and the artist in past and contemporary societies.

Visual Arts III

Enhances level-two skills in art history, art criticism, aesthetic judgment, and studio production. Provides practice in applying design elements and principles of design. Provides focus on different two- and three-dimensional art media and processes and master artworks. Stresses idea development through production and creativity and through the study of master artists and developing personal artistic voice.

Visual Arts IV

Enhances level-five skills in art history, art criticism, aesthetic judgment and studio production. Provides opportunities to use two and three-dimensional art media and process in the development of individual portfolios. Stresses the use of research in student's idea development leading to the production of artwork. Emphasis is placed on the writing of master artists of both past and contemporary societies.

Visual Arts Pottery I

Introduces the characteristics of clay and design in clay using various techniques of construction and decoration. Emphasizes hand building and introduces other forming techniques, surface decoration, and glaze applications. Covers styles of ceramic works from Western and non-Western cultures.

Visual Arts Pottery II

Enhances level-one skills and provides opportunities to apply design techniques in clay through hand building and/or throwing on the potter's wheel. Introduces formulation of basic glazes and kiln firing; stresses evaluation of clay forms through art criticism.

Visual Arts Pottery III

Enhances level-two skills and provides opportunities to apply design techniques in clay through hand building and/or wheel throwing techniques while developing personal artistic voice. Presents ceramic/pottery forms as art and craft in historical context. Explores ideas and questions about purposes and functions of ceramic forms, past and present.

Visual Arts Pottery IV

Enhances level-three skills and provides opportunities to apply design techniques in clay through hand building and/or wheel throwing techniques while continuing to develop personal artistic voice. Emphasizes more complex form and surface treatments using tools, glazes, resists, and multiple clay bodies.

AP 3D Art

The AP 3-D Art and Design course framework presents an inquiry-based approach to learning about and making forms and structures in art and design. Students are expected to conduct an in-depth, sustained investigation of materials, processes, concepts, and ideas in three dimensions. The framework focuses on concepts and skills emphasized within college art and design 3-D foundation courses with the same intent: to help students become inquisitive, thoughtful artists and designers able to create, explore, and develop works as well as to articulate information about their work. AP 3-D Art and Design students develop and apply skills of inquiry and investigation, practice, experimentation, exploration, revision, communication, and reflection.

Theatre Arts

Theater Arts 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.

Theatre Arts II

Enhances level-one skills with a focus on production and provides opportunities for performance.

Theatre Arts III

Enhances level-two skills in drafting and set design, and includes in-depth exploration of light operation, sound operation, stage management, costume construction, set development, make-up, and production staff.

Theatre Arts IV

Enhances level-three skills and offers opportunities to solve problems in supervising and managing all aspects of production. Explores technical directing and directing responsibilities with opportunities to apply skills in these areas.

Musical Arts

Band

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.

Chorus

Provides intermediate-level performers opportunities to increase performance skills and knowledge in mixed choral singing. 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.

AP Music Theory

The AP Music Theory course corresponds to one-to-two semesters of typical, introductory college music theory and aural skills coursework. Students learn to recognize, understand, describe, and produce the basic elements and processes of performed and notated music. Course content extends from the fundamentals of pitch, rhythm, timbre, and expression to concepts of harmonic function, phrase relationships, and tonicization. Students study these concepts in heard and notated music, with emphasis on identification and analysis of musical features, relationships, and procedures in full musical contexts. Repertoire for analysis on the AP Music Theory Exam ranges from European Baroque pieces to folk and popular music from across the globe. Students develop musicianship skills through melodic and harmonic dictation, sight singing, and error detection exercises. Writing exercises further emphasize the foundational harmonic and voice-leading procedures of Western art music

Construction

Industry Fundamentals and Occupational Safety

This course is designed as the foundational course in the Carpentry, Plumbing, Electrical, Masonry, Machining, Welding, Sheet Metal, Heating, Ventilation, Air Conditioning and Refrigeration, and HVACR Electrical pathways to prepare students for pursuit of any career in construction. The course prepares the trainee for the basic knowledge to function safely on or around a construction site and in the industry in general and will provide the trainee with the option for an Industry Certification in the Construction Core

Introduction to Construction

This course offers an opportunity for students to build on their knowledge and skills developed in Industry Fundamentals and Occupational Safety. It introduces them to four construction craft areas and is also the second step towards gaining a Level One Industry Certification in one of the craft areas. The goal of this course is to introduce students to the history and traditions of the carpentry, masonry, plumbing, and electrical craft trades. Students will explore how the various crafts have influenced and been influenced by history. The student will also learn and apply knowledge of the care and safe use of hand and power tools as related to each trade. In addition, students will be introduced to and develop skills to differentiate between blueprints related to each individual craft area.

Carpentry I

This course is preceded by Introduction to Construction and is the third of three courses that provides the student a solid foundation in carpentry skills and knowledge. As the third step in gaining a Level One Industry Certification in Carpentry, the course provides an overview of the building materials used in the carpentry craft, as well as teaching techniques for reading and using blueprints and specifications related to the carpentry craft. The course provides specific knowledge and skills in site layout and floor and wall framing systems, and includes basic industry terminology for a carpentry craftsman.

Culinary Arts

Introduction to Culinary Arts

Introduction to Culinary Arts is the foundational 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. The course also provides an overview of the professionalism in the culinary industry and career opportunities leading into a career pathway to Culinary Arts.

Culinary Arts I

Culinary Arts I is designed to create a complete foundation and understanding of Culinary Arts leading to postsecondary education or a food-service career. This fundamentals course begins to involve in-depth knowledge and hands-on skill mastery of culinary arts.

Culinary Arts II

Culinary Arts II is an advanced and rigorous in-depth course designed for the student who is continuing in the Culinary Arts Pathway and wishes to continue their education at the postsecondary level or enter the food-service 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

Healthcare Science

Introduction to Healthcare

Introduction to Healthcare Science is the foundational course for all Health Science pathways and is a prerequisite for all other Healthcare Science pathway courses. This course will enable students to receive initial exposure to the many Healthcare Science careers as well as employability, communication, and technology skills necessary in the healthcare industry. The concepts of human growth and development, interaction with patients and family members, health, wellness, and preventative care are evaluated, as well as the legal, ethical responsibilities of today's healthcare provider. Fundamental healthcare skills development is initiated including microbiology, basic life support and first aid. This course will provide students with a competitive edge to be the better candidate for either entry into the healthcare global marketplace and/or the post-secondary institution of their choice to continue their education and training.

Essentials of Healthcare

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.

Applications of Public Health

The standards for the Public and Community Health pathway apply to occupations or functions involved primarily in environmental health, community health and health education, epidemiology, disaster management, and geriatrics. The standards specify the knowledge and skills needed by professionals pursuing careers in this pathway. Sample occupations associated with this pathway are Community Health Worker, Community Health Worker, Epidemiologist, Health Educator, Advocate, and Environmentalist

Allied Healthcare

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.

Agricultural Science

Basic Agricultural Science

This course is designed as the foundational course for all Agriculture, Food & Natural Resources Pathways. 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.

General Horticulture and Plant Science

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

Nursery and Landscape

This course is designed to provide students with the basic skills and knowledge utilized by the green industry in nursery production and management and landscape design and management. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.

Agribusiness Management and Leadership

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.

Business and Technology

Introduction to Business and Technology

Introduction to Business & Technology is the foundational course for Business and Technology, Entrepreneurship, and Human Resources Management 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. 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.

Business and Technology

How is technology used to solve business problems and communicate solutions? 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.

Business Communications

What message are you sending when you speak, write, and listen? 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 master presentation software in this course.

Digital Technology

Introduction to Digital Technology

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 hardware, software, programming, web design, IT support, and networks 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. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. 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 digital world.

Computer Science

This course emphasizes the content, practices, thinking and skills central to the discipline of computer science. Through both its content and pedagogy, this course aims to appeal to a broad audience. The focus of this course will fall into these computational thinking practices: connecting computing, developing computational artifacts, abstracting, analyzing problems and artifacts, communicating, and collaborating. Various forms of technologies will be used to expose students to resources and application of computer science. 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.

AP Computer Science Principles

AP Computer Science Principles introduces students to the breadth of the field of computer science. In this course, students will learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They will incorporate abstraction into programs and use data to discover new knowledge. Students will also explain how computing innovations and computing systems, including the Internet, work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical.

Cybersecurity

Introduction to Hardware Technology

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.

Networking Fundamentals

Various forms of technologies will be used to expose students to resources, software, and applications of networking. 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 Cybersecurity

Introduction to Cybersecurity is designed to provide students the basic concepts and terminology of cybersecurity. The course examines how the concept of security integrates into the importance of user involvement, security training, ethics, trust, application of cybersecurity practices and devices, and best practices management. The fundamental skills cover internal and external threats to network security and design, how to enforce network level security policies, how to protect an organization's information, and a broad range of other topics. Various forms of technologies will be used to expose students to resources, software, and applications of cybersecurity. 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.

Advanced Cybersecurity

Advanced Cybersecurity is designed to provide students the advanced concepts and terminology of cybersecurity. The course explores the field of cybersecurity with updated content including new innovations in technology and methodologies. It builds on existing concepts introduced in Introduction to Cybersecurity and expands into malware threats, cryptography, organizational security, and wireless technologies.

Cosmetology

Introduction to personal care services

This course introduces both fundamental theory and practices of the personal care professions including nail technicians, estheticians, barbers, and cosmetologists. Emphasis will be placed on professional practices and safety. Areas addressed in this course include; state rules and regulations, professional image, bacteriology, decontamination and infection control, chemistry fundamentals, safety, Hazardous Duty Standards Act compliance, and anatomy and physiology. Students will experience basic hands-on skills in each area to help them determine the pathway they are most interested in pursuing. By completing courses in the personal care services pathways, students can potentially earn credit toward the hours required by the Georgia State Board of Barbering and/or Cosmetology or hours toward their license as an esthetician or nail technician.

Cosmetology Services II

After exploring the different areas of Personal Care Services in the introduction course, students may choose to pursue further training in cosmetology services. This course as well as additional advanced cosmetology courses is aligned with the Georgia State Board of Cosmetology requirements and licensure, and with the Technical College System of Georgia. This course is designed to enhance the understanding of anatomy of the skin and hair relating to the Cosmetology Industry. Students will master shampooing, permanent waving, haircutting, basic skin care, and make-up application while maintaining safety and sanitation in the workplace set forth by OSHA standards

Cosmetology Services III

This course will cover haircutting, hair color, and relaxers. Both theory and practical work will be implemented for students to have basic entry level skills in the field of cosmetology. Safety and infection control will be applied throughout this course. Professional work ethics, communication skills, critical thinking skills, soft skills and professional image will be utilized during this course. This course aligns to the regulations and requirements of the State Board of Cosmetology.